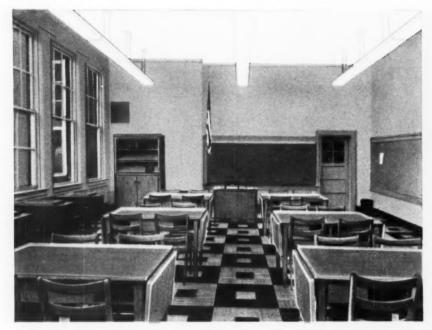
# School Executive



APRIL 1952



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## The School Executive

#### **APRIL 1952**

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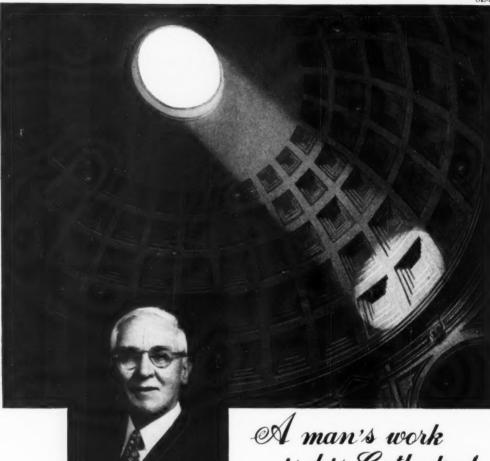
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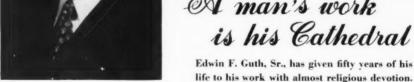
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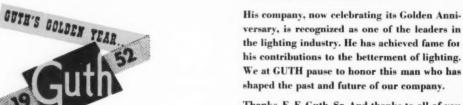
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Thanks, E. F. Guth, Sr. And thanks to all of you who have been so wonderful to us during this past half-century.

His efforts have been rewarded.



#### The

#### School Executive

#### Preview of May

**5** CORES of readers have written to tell how much they enjoyed our past several issues. Well, I think they are going to like May, too, and I hope you do also.

Everyone will want to read the green sheet, and then call it to the attention of laymen in their communities. Dr. Herold C. Hunt, Superintendent of Chicago Schools is the senior author. The subject is: Are the Public Schools Godless? The Planning section is a symposium on the subject: Do Good Schools Make a Difference? Among those answering the question are W. Paul Allen, principal, Scarsdale, New York; Vierling Kersey of Los Angeles; and Mrs. John Dill, board member of Yonkers, New York.

Also watch for *Planning the School Library* by Sarah Jones and Virginia McJenkin of the Georgia Department of Education; a fine discussion of Baltimore County, Maryland, Schools by R. Baker; *Parents and the Reading Program* by Nancy Larrick; and a discussion by E. M. Frey of *School Building Operations*.

Of course you will find all your old friends in the other regular features.

Sincerely,

Walter D. Cocking Chairman, Board of Editors

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# As I See It

### Good School Design

OOD design has never cost an additional penny.

Poor design has cost uncounted millions. Buildings designed poorly are ineffective and uneconomical. There's lots of evidence to show that building design affects the emotional and mental health of its occupants. We have known for a long time that it affects physical comfort and efficiency, and all are interrelated. Good design is a sought for and needed quality of all buildings, from the least expensive and simple ones to the most expensive and most complex.

School building design is no exception. If anything, it is more important than that of other types of buildings. In the school buildings of the nation, young and developing Americans spend a majority of their daylight hours. Here, their emotional stability is either established or destroyed. Here, their character and sense of values are formed. The design of the school building in which they live is a powerful force. Its impact is permanent. The influence of good design is great, but tragically, that of poor design is equally so.

Those charged with the selection of the architect to design a new school hold an important responsibility to the youth of their community. Architects chosen to design school buildings also accept a moral and ethical obligation to the community in which the building is to stand. Such an obligation should not be taken lightly.

TO ME, school design means interpreting a school program and the characteristics of the pupils in terms of building spaces—using suitable materials in appropriate ways, and providing for visual, hearing, and bodily comfort and efficiency—so that the resulting structure is functionally useful, artistically pleasing, and combines all elements into a beautiful, comfortable, efficient and economical building. Good design, then, gives to every structure both a healthy body and an immortal soul.

Such a conception of school design sets a high standard and a lofty purpose. That is our intent. Not often have we seen school buildings which, when these criteria are applied, can be said to be examples of good design. There are many buildings which meet one or more of these design concepts, but rarely do we find all of them blended into one harmonious whole. And yet, every community in America could have such buildings. Furthermore they do not cost more than those less well designed. Why can't we have them? The answer seems clear. We haven't wanted such designs badly enough, or we have been too easily and quickly satisfied.

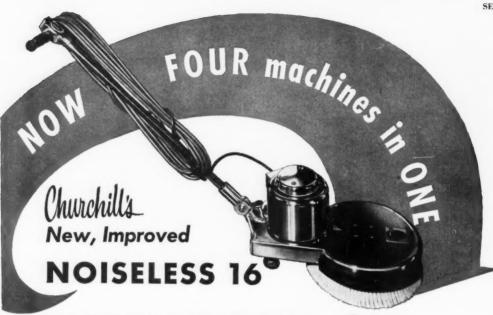
To create good design takes a lot of doing. It requires a lot of facts—facts about the people who will use the building, their characteristics, their cultural background, their past experiences, their mores, hopes, and ambitions. Facts must be available about the programs which will be conducted in the building. Community organization, growth and future expansion are other types of information needed. The financial ability of the school district, its debt structure and other data must be studied in terms of the new plant and others which may be anticipated. The procedures and activities of the school must be outlined as specifically as possible. The building's uses, for both school and community activities, must be analyzed. The evolving organization of the school requires careful evaluation.

W 17H all possible facts in hand, the architect must have the best engineering advice on the technical considerations which enter into the comfort and efficiency of the building. Building materials and their availability must be studied. A master plan for the site has to be made, and the relation of the building to the other facilities of the site requires analysis.

Then comes the creative process of blending into a structure the requirements which the building must meet so as to provide the greatest functional opportunity, the largest degree of flexibility, the best possible comfort for the occupants, and at the same time provide for emotional ease and security. When well done, symmetry and harmony result. Nothing is sacrificed. Beauty is inevitable.

Creative ability of the highest order is required. Technical understanding of the problems involved is a must. Patience and long suffering will be a necessity. There must be a vision of what such a building could be, and a never ending effort to attain it. Complete satisfaction cannot be secured. Such an attack rules out copying other building design in whole or in part. Recreating past design, no matter how worthwhile it was in its time and place and purpose, is ruled out. Each problem must be solved in terms of its own characteristics. Every community has a right to expect such an approach and such a result. When attained, we will have good buildings beautifully and usefully designed. Progress will be made. We will move forward to undreamed of solutions.

To aid in getting better school design, THE SCHOOL EXECUTIVE this past year sponsored a national competition among architects. The Planning section in this issue describes the results.



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# Keynotes

#### The Case for Educational Independence

MANY POLITICAL SCIENTISTS firmly believe that public schools should be administered by city councils rather than by separate boards of education. School administrators should familiarize themselves with the case for this position, precisely because they are likely to disagree with it.

The American people, however, seem to have settled the issue in their own minds. With a few exceptions, each state has established separate school systems, independently financed, directed by professional educators, responsible to separately elected local boards of education.

Perhaps the advocates of continued educational independence have failed to make themselves understood. Some experts on government structure seem to think that the educators' case for an independent school system rests on the proposition that such an arrangement keeps "politics" out of education. The difficulty may turn about the definition of "politics." To separate public education from other functions of government, tends to make education less partisan. It is for this reason that separate elections of school board members, an independent budget, and professional administration to carry out the policies adopted by an independent school board, are overwhelmingly supported by school administrators and by the American people.

Education requires substantial independence in finance and control for approximately the same reasons that the courts are not subordinate to the executive. The courts are, to be sure, administrative agencies; they administer the provision of justice and the interpretation of law. Yet, because of the nature of their work, they are rightly given a substantial amount of independence. Public education is another function which, like the administration of justice, would be peculiarly dangerous if captured by any single party. Education should rise above parties and partisanship. On those solid and well-established grounds, school administrators must be prepared to answer those who seek to incorporate education in the financing and structure of municipal government.

#### What Do You Mean, Mr. College President?

"LET THE STATE abolish compulsory education beyond grammar school." This is the reaction of one college president to the present flow of children into high schools. Keep out the incompetent! Don't give them a chance but let them go to work. Let's maintain the high school for the easily discoverable elite. It will ease school building pressures, reduce teaching costs and lower taxes. These are not his words, but the ideas form





N. L. Engelhardt

William G. Carr

the basis for one college president's suggestions for improving the high school.

Of course, arranging a curriculum to fit the needs of all children is a very difficult task. Many educators have been unwilling to tackle that problem in earnest. Adjusting the high school from its courses fitting the few to a school serving the social, educational and guidance needs of boys and girls from all sections, social and economic strata of the community is a job of no mean size. Making citizens of people of all I.Q. levels, with the full implications of all aspects of citizenship, is still a desirable aim of our American democracy. Certainly the youth cut short at levels below high school does not begin to get a fair deal.

We don't believe that Mr. College President really wants to keep youth out of high school or to deny them the chance that is due their abilities and the faith they have in themselves. We do believe he will welcome going beneath the superficiality of much of secondary education and relating that education more directly to the life needs of the individual and the potentialities of the community.

This country is not going back to a high school limited to the select, but with better trained teachers is going to develop the school that capitalizes on all the potentialities discoverable in our youth.

#### The Truth Must Be Taught

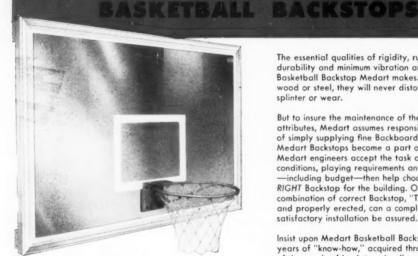
MANY TEACHERS and school administrators are too timidly concerned about the attacks being made on teaching about the UN and UNESCO. It is an undeniable fact that the United States Congress, in accordance with the provisions of the United States Constitution, has approved the membership of the United States in these two international bodies. It is also clear that these two agencies are of substantial importance. A person who knew nothing about UNESCO or the United Nations would be at a serious disadvantage in studying the current problems of the United States, or even in reading the daily newspaper.

Whether an individual citizen happens to think that the United States was right in joining the United Nations and UNESCO is beside the point. As long as our country belongs to these international organizations by



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constitutional methods, it is the duty of the schools to acquaint young people with the essential facts about them. This need not mean that the schools are partisan pleaders for the United Nations, or that the schools should attempt to gloss over the many shortcomings and defects in the international bodies which now exist.

More absurd, and therefore somewhat more difficult to deal with, is the charge being made by some extremist groups that UNESCO is directed by communist influences and that it represents a means of miseducating American youth and twisting their loyalties. When it is remembered that the Soviet Union has never joined UNESCO, has never sent a delegation to a single meeting, and has been consistently and violently critical of everything the organization has attempted to do, the charge that UNESCO is communistic in purpose would seem to evaporate. True, some of the so-called satellite nations are UNESCO members, at least for the time being. But since these nations were taken over by communist governments, their attitude toward UNESCO has been bitterly hostile. The Soviet Union has never won a single vote of policy in UNESCO because the Soviet Union has never participated in a single UNESCO meeting.

As for the United Nations, that organization is so completely a supporter of United States foreign policy that the rare occasions when American representatives have been out-voted are the subject of startled attention. It is to be hoped that the irresponsible attacks upon UNESCO and the United Nations will run their course like other maladies and that the schools will not be deterred by them from continuing to teach the truth about the world as it is.

#### **Courage and Cool Heads**

THERE ARE TWO DISTINCT PHASES of the problem of protection of school property and personnel in the event of bombing. The emergency phase involves the organization of air-raid precautions, shelters, drills, protection, evacuation, and first aid. These matters are all reasonably definite and tangible.

The long-range phase is more elusive. It involves the development of attitudes among teachers and students which will permit them to face the possibility of massive destruction. Since the U.S.S.R. has planes and bombs ready to deliver, the United States is more vulnerable than before. The possibility exists of 75,000 fatalities and 150,000 serious injuries from a single bomb. Courage and a cool head in the face of such a threat is not easily achieved; yet in the event of war these qualities would be more needed than shelters.

#### A Study in Contrasts

THE PHILIPPINE TEACHERS have done a very neat and useful job in paraphrasing the United Nations Declaration of Human Rights in simple English. This great international document is slowly becoming part of the thinking of the people of the world. The process should move more rapidly when the Declaration is ex-

pressed in terms that people can most readily understand. Unfortunately, the language of diplomacy is often abstract and complex. Consider for example, the contrast in the two following versions of Article 2.

From the official text of the Universal Declaration of Human Rights:

"Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether this territory be an independent, Trust, Non-Self-Governing territory, or under any other limitation of sovereignty."

From the Philippine version:

"Your rights have nothing to do with your riches, family, religion, sex, color, or political beliefs."

Students and teachers may profit from this comparison and perhaps exercise their own skills in trying to prepare an even better summary.

#### 450,000 Luncheons

THE GREENVILLE, South Carolina, press carried a headline recently on the number of luncheons served in a month in the local school systems. The total figure, approximately 450,000, is startling. The national figure has probably never been assembled, but it no doubt runs into millions. The sum total of gains will never be known, but it goes without question that the lives of many, many children have been made happier, their powers to profit from the educational program have been greatly augmented, and their general outlook upon the work of the world more clearly defined.

To serve more than 400,000 luncheons represents an administrative task of no light proportions. There is the purchase of food, the training of employees, the preparation of menus, the cooking of the foodstuffs, and so on, from one major problem to another.

A great accomplishment in American schools must be recorded in the onward march of the lunch program from its meagre beginnings to its permanent inclusion in the educational and school service functions. The thousands, of trained directors of cafeterias have steadfastly continued their progress over the years. The lunchroom environment has been made attractive, the food offerings have been improved with no little assistance from the Feceral Government, and the motale of pupils and teachers has been definitely raised.

One of the greatest gains has been the wiping out of social and economic distinctions so abhorrent to child-hood. All kinds of children eat together and fill their trays from one and the same counter. The indigent child's problem is handled tactfully but assuredly. Parents are invited and participate. The school has truly become a happy family in so many instances.

The decades to come will give full justification for the time, energy and money spent on these millions of lunches. Out of this service should come a stronger and more effective manhood and womanhood and a wider crystallization of man's responsibility to fellow man.



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#### Conference Calendar\_\_\_\_

#### APRIL

- 5-7, Area Meeting, NEA Department of Rural Education, Boston.
- 5-9, Regional Convention, American Association of School Administrators, Boston.
- 6-10, Northwest Regional Conference and Southwest Regional Conference, American Association for Health, Physical Education, and Recreation, NEA, Los Angeles.
- Regional Convention, National School Public Relations Association, NEA, Boston.
- 7, Regional Meeting, American Education Research Association, NEA, Boston.
- 17-19, National Conference on Higher Education, Chicago.
- 20-22, Midwest Conference on Administrative Leadership Serving Community Schools, AASA and NEA Department of Rural Education, Fargo, North Dakota.
- 27-May 1, Eastern Regional Conference, American Association for Health, Physical Education, and Recreation, NEA, Portland, Maine.
- May 3, International Council for Exceptional Children, NEA, Omaha, Nebraska,
- 30-May 3, American Industrial Arts Association, NEA, Chicago.

#### MAY

- 2-3, American Council on Education, Chicago.
- 2-3, New York State Art Teachers Association, Elmira, New York.

#### JUNE

- 10-12, New England Conference on Rural Life and Education, NEA Department of Rural Education, Amherst, Massachusetts.
- 15-21, Sixth Biennial School for Executives, sponsored by American Association of Colleges for Teacher Education, Michigan State Normal College, Ypsilanti.

- 16-19, National Association of Student Councils of the National Association of Secondary School Principals, Evanston, Illinois.
- 24-27, The American Institute of Architects, New York City.
- 30, NEA Department of Elementary School Principals, Detroit.
- 30-July 5, National Education Association, Detroit.

#### JULY

7-18, Classroom Teachers National Conference, NEA Department of Classroom Teachers, Michigan State Normal College, Ypsilanti, Michigan.

SE-6



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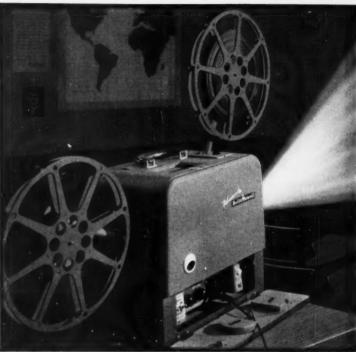
THE SCHOOL EXECUTIVE for APRIL, 1952

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brings you greatest motion picture development since "talking pictures"... a 16mm recording projector, the new

# Filmosound "202"



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Now Bell & Howell brings the making of sound movies within your reach. Here is the new 16mm Filmosound 202—not just a sound movie projector—not just a magnetic sound recorder—but a combination of both for making and showing sound movies. To make your own sound film, you will

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Next month: Are Public Schools Godless?

## Do We Have Good Schools Today? How Can We Tell?

What is "good"?

A good school Gets better

It values the Individual OOD is a relative word. Most people will agree that organizations and institutions are good to the extent that they accomplish good purposes. As a rule of thumb, this reasoning can be applied to the schools. Moreover, in relation to the purposes of education no two schools may be expected to have achieved the same level of goodness.

Indeed, there exists no set standard of goodness, the achievement of which brings educational sanctification to the schools and universal satisfaction to the people. Change is in the nature of a free society. The basic purpose of the schools is to bring about changes in the behavior of children which are better than previous patterns of living. This suggests the first criterion for determing how good our schools are.

A good school seeks constantly to improve its services for children. This characteristic comprehends and includes the full scope of conditions and circumstances which make for powerful education in a country where the people choose to be free. A continuing program of curriculum development can be noted. The people of the community are active participants in school affairs. They understand the importance of good schools in a country conceived in liberty, and they tax themselves enough to continue the improvement of the school program. They not only give of their money; they give much of themselves as well.

The influence of a good school is by no means confined to the classrooms and the school premises. Working closely with the home and with other community agencies, it is recognized that growth and learning take place both in and out of school. The object of the whole enterprise is to make sure that every child has every opportunity to grow to the fullness of his ability as an active moral citizen.

This leads logically to a second criterion. A good school places the individual child at the top of its list of values. All other considerations are secondary and complimentary to this.

Within the last two years, thoughtless and at times malicious critics of education have charged that schools are teaching children to be "conformists" rather than "individualists." The inference is that children and youth are being conditioned and prepared for a future communist dicta-

Prepared by ABEL HANSON, General Secretary, Teachers College, Calumbia University

# SCHOOLS

It teaches the Fundamentals

It explores Special interests

It uses Special services torship which will mean the end of individual freedom and the American economic system. No statement could be farther from the truth.

School teachers, like other citizens, will disagree on most of the great social, economic, and political issues of the times, and this is good. But upon the priceless worth of the individual child, there was never and there is not now any disagreement. The only difference now is that teachers have learned much more about how to stimulate and guide the individual child in his growth and development. In your attempt to evaluate your schools, observe closely to see how much emphasis individual pupil personality receives. At the same time, ask yourself how much you help as a parent, a taxpayer, and a citizen in the process of providing superior education for each child in your community.

A good school gives children the basic skills and knowledge required for happy, satisfying living in the modern world. This means skill in the traditional three R's, but it means also knowledge and appreciation of the traditions upon which Western Civilization is founded.

A perennial complaint about the schools is that children are not being taught to read, write and cipher. In the case of any individual child, for any of a number of reasons, progress in these skills may lag in comparison to others. But it is indeed unwise to make generalizations, because careful studies show modern schools are doing a better job than ever.

In 1924 Courtis and Caldwell published a careful study which compared the test results of eighth grade pupils in the Boston schools of 1845 with the same test results of eighth grade pupils in several American cities about 1920. In 1845 the tests had been given to about one-half of the most able children in the best schools of Boston, while in 1920 the same tests were given to all eighth grade pupils in the cities studied. In 1845, too, the schools were composed of a select population, while in 1920 practically all children went to school. Moreover, the 1845 pupils were tested on materials which they had been taught, while the 1920 children had not been instructed in much of the subject matter covered by the tests.

Despite the advantages favorable to the 1845 children, the 1920 youngsters proved to be superior on the tests given. The modern child wrote with fewer spelling and grammatical errors. He did better in history, geography, and practical science. He was better able to explain, to talk about, and to reason with what he had learned. He excelled in practical arithmetic problems. He was less prone to feel completely at a loss when faced with something he did not know. He was more venturesome, and at the same time, he made fewer completely wild guesses than his counterpart in 1845.

But a good school is concerned with much more than the basic skills of learning. A good school explores and cultivates the special interests and abilities of children. No one can predict which trade or profession a child will choose. But whether he turns out to be a doctor, lawyer, merchant, teacher, minister, artist or musician, he has a right to explore all likely fields.

This principle is applied with direct meaning to choice of vocation and it has equal importance in the avocational sense. In a complex industrial society which has widely adopted the forty-hour work week, the wise use of leisure time becomes increasingly important. Activities including sports, clubs and organizations covering a variety of interests are conspicuous. Music and art are emphasized less as "classroom" exercises and more as creative and expressive ways of life. Service activities for the school-community also play an important role in a child's daily life.

In order to explore and develop the special interests and abilities of pupils, each teacher must in fact be a guidance counselor. Each teacher must also know something about sports and games, about music and art, about the drama and the dance, and about psychology and health. But no single teacher can be expert in all of these fields. It is for this reason

# SCHOOLS

It has good Teachers

It keeps Good teachers

It has wise Administrative Leadership

It is housed in A good building

that a good school employs and uses vital specialized services in providing for the needs of children.

A good school employs experts in medical science and physical therapy to advise pupil, parent and teacher on the problems of the sound body and how to achieve it. The expert help of guidance counseler, psychologist and phychiatrist is also called upon to help the teacher in working out courses of action which release the child for full, happy living.

Throughout this discussion the important role of teachers has been emphasized. Indeed, a good school can be identified by the fact that it employs and holds good teachers.

Good teachers are well trained. More specifically, they are professionally trained. In addition to the knowledge necessary for successful teaching in their school fields, they are equipped with methods and techniques which facilitate the learning process. They are deeply grounded in educational psychology, and they are up to date in their theories on how children learn. They are dominated by the philosophy of the free way of life and they understand the importance of education in maintaining individual freedom within the bounds of moral and statute law. It is because of these requirements that many good schools demand at least five years of training of their teachers. Many good teachers have carried their training well beyond this point. Indeed, "good teachers" deserve that appellation only so long as they continue to learn and grow themselves.

The application of a sound salary schedule, high standards of training and wise personnel policies on the part of the board of education, plus the professional competence of the recommending officer (usually the superintendent of schools) are the chief factors making possible the initial employment of good teachers. Social acceptance in the community, assurance of rising financial reward, and opportunity for challenging professional service and advancement are the factors which usually hold good teachers in the school system. In attempting to judge the quality of your school, therefore, examine closely the policies and practices which affect the teaching personnel. Work with your neighbors and your board of education for the rules, policies, conditions, and circumstances which induce good teachers to accept extended service in your school.

What has been said about teachers may be applied with special emphasis to the superintendent of schools and to the other administrative officers of the school system. A good school must have wise statesmen in positions of administrative responsibility. Similarly, a good school must have persons of recognized quality sitting on its board of control.

The local board of education may well be the last and strongest citadel of home rule in American life. Whether elected or appointed, you have a right to expect superior service from your board of education. Moreover, you have a responsibility along with your neighbors to make sure that only the highest calibre of representative sits on your board of education. It is at this point where your influence counts most in securing good schools. Turn this responsibility over to the politicians, the racketeers, the self-seekers, the pressure groups or the incompetents, and all of your efforts to achieve good schools will get you nothing but frustration.

A good school requires a good plant and a variety of useful equipment. The science and art of planning, erecting and maintaining good school buildings have made long forward strides in the last 25 years. The services of architect and engineer are now supplemented by an educational consultant. The school staff and the people of the community share heavily in the general planning under the leadership of the superintendent of schools and the board of education. The end product is a structure which is uniquely designed and completely equipped to serve the needs of both the pupils and the surrounding community.

It is clear that a good school costs money. Indeed, one of the most reli-

# SCHOOLS

It is amply Financed

It is inseparable From the community

It teaches about Education

It conducts research

able characteristics of a good school is that it is amply financed. This means simply that the people, acting through the duly constituted agencies of government, put enough money into the enterprise to make it possible to accomplish the goals and purposes they have agreed upon in working with the school staff and the board of education.

A long series of studies and surveys indicates that the purposes of the schools can be achieved best when boards of education are fiscally independent of other municipal agencies and when they are directly responsible to the people for annual budget approval. All too often when boards of education are dependent on other arms of local government in this respect, delay and procrastination result. The problems and issues of the schools tend to be mingled with and lost in the melee of general municipal politics. Desirably, therefore, the line of authority and responsibility should run directly from the people to the board of education in all matters of control. It should be noted also that fiscally independent boards of education do not spend more money than others. Records show that they tend to spend less than their dependent counterparts in other communities.

Throughout this discussion a close relationship between school and community has been implicit. Indeed, a good school is organic to the community. In a good school, the community is a veritable laboratory of learning experience for children. Civics and government are best understood when children have opportunities to work—to do jobs in local government. Business, industry, and organized labor, with some planning, can provide a whole galaxy of real-life learning situations. The same is true for churches, clubs, and recreational, health, social service, and civic organizations. Engineers, lawyers, doctors, businessmen, and public officials—all have their places in the program.

A good school teaches children the importance of universal free public education in the United States—its history and growth, how it has shaped our national destiny, how it is financed, how it is controlled by law and by the people, of home rule, of vocational opportunities it offers, and how it has helped to keep the people free. It is a travesty when children do not understand the purpose of the institution in which typically they spend at least twelve years of their lives and with which they will be associated as long as they live. A good school takes steps to imbue children and youth with understanding of the power of education in American life and in international affairs.

A good school bands together with other good schools for research and exchange purposes. Invention is no less important in education than it is in science, engineering and business enterprise. The discovery of new facts and their practical uses is the very essence of education. Moreover, the lively exchange of ideas and practices among good schools tends to speed up the adoption of changes in an institution which usually lags far behind the advances of science and technology. The most recent effective device for accomplishing these purposes is the school study council.

In most cases, the school study councils are composed of schools in reasonably close geographical proximity. Typically, they are associated with graduate schools of education which supply professional advice, research skill, and technical service. The result in every case has been a professional organization which adds up to much more than the sum of its parts. Covering such school problems as the basic skills and fundamentals, administrative organization, health, emotional stability, lay participation, the theory of educational change, and citizenship, school study councils have already made a great contribution to the improvement of education.

Here then are some of the criteria for determining how good your schools are. You and your fellow townsmen, working with your own teachers and your own board of education, can agree upon better ones. Working with others, you will not only learn how good your schools are, but you will discover how good you want your schools to become.



a 'handicapped child'?

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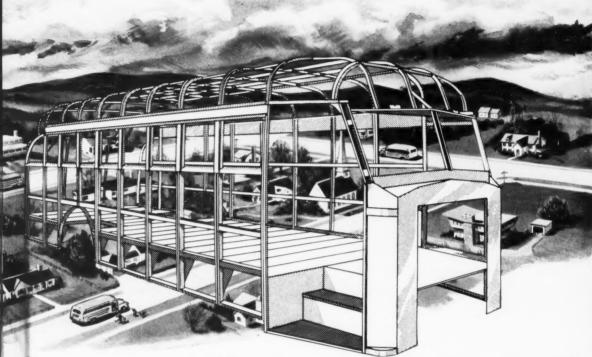
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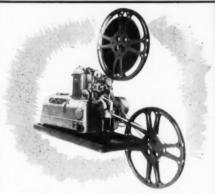
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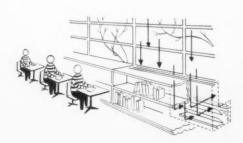
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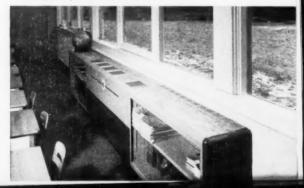
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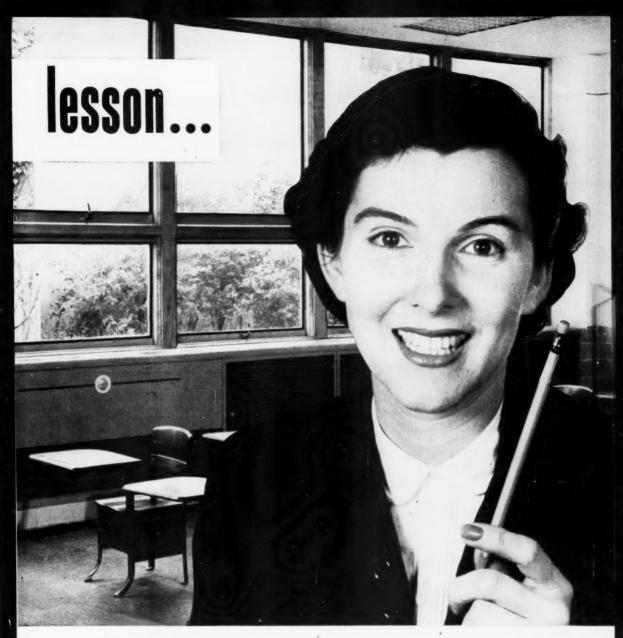
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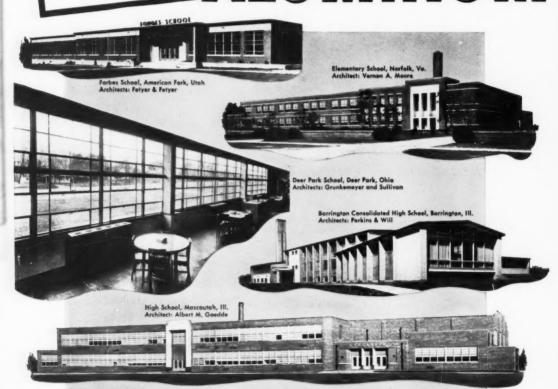
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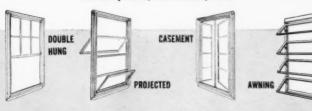
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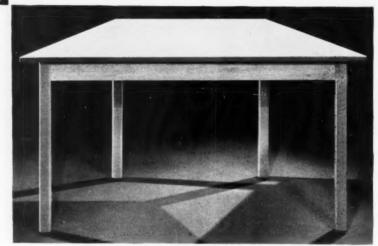
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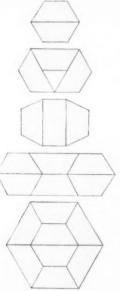
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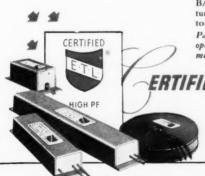


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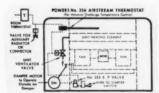
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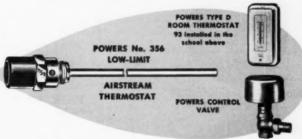
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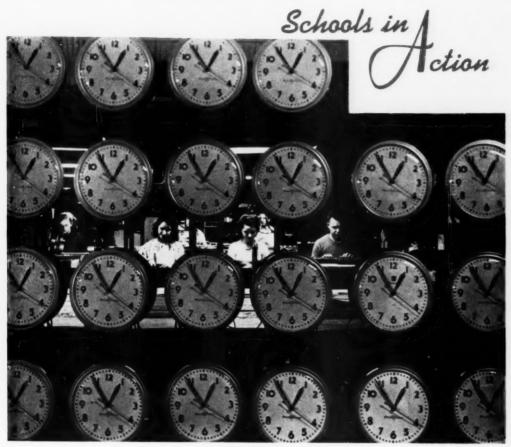
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Electrical Engineer
Wilmington, Delaware

dial imaginable cannot tell time at night or when clouds obscure the sun. So man sought other methods of time telling.

Some ancient inventors worked with candles, marking them with equally spaced lines. Whenever the flame burned down to another line, it indicated the passage of a certain fixed period of time.

Other wise men invented the hour

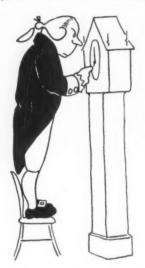


glass, using small containers filled with water or sand and measuring the length of time it took the contents to trickle out. Though the sand glass has survived, thanks to the boiled egg, telling time with hour glasses or candles has obvious limitations.

#### Mechanical Clock

Thus man developed the mechanical clock. Falling weights or coiled springs were used to keep the works of the mechanical clock in motion. A system of gears and controls transmitted the motion to the hands of the clock at a constant rate which enabled them to show the passage of the minutes and hours with considerable accuracy.

The mechanical clock culminated centuries of human endeavor to keep track of time. It worked night and day, rain or shine. Periodic winding



and checking was the only attention it required. But it, too, had its obvious limitations.

The major problem was that faced by schools, hospitals and other large institutions which must have a great number of clocks in many different rooms. Each clock had to be wound by hand, and constant attention was required to keep them all showing the same time.

#### Three Basic Systems

The advent of electricity solved the problem and gave birth to the three basic clock systems which are



in use today: the Minute Impulse, the Dual Synchronous Motored, and the Electronic.

The minute impulse, which might better be called the tick-a-minute system, is the oldest of the three systems, the first advance from bygone days when each room in a school had its own old-fashioned clock which had to be wound by hand. You remember the tick-a-minute from your own school days when a master clock somewhere jumped the long hand on each classroom clock by electrical impulse every 60 seconds—with a loud and insistent "Tick!" The tick is quieter these days, but the system is about the same.

Then there is the dual synchronous motored system, which we will call Synchromatic, since all clocks in the system are synchronized automatically by the very nature of the electric power which operates them. The clocks in this system are similar to the electric clock on your mantel or kitchen wall which, as you know, keeps split-second accuracy as long as it receives alternating current. The principal difference is in the precision-cut gears and the heavy-duty rotors, which give longer life and quieter operation.

Finally, we have the electronic system. While synchronous motors are also used in every clock in this system, they are not the Telechron motors, which are designed specifically to avoid scattering; therefore, they require a means of hourly correction to bring all clocks together. Correct time can therefore be assured on only the 60th minute of each hour. This is accomplished by an accurate master clock which transmits hourly elec-

tronic signals to keep the less dependable clocks in step. Thus *signal-corrected* would be a better name for this system.

#### The First Electric Clock

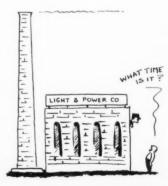
To understand the important differences between these systems, we must learn a little about your community's power generating station.

Originally, powerhouses produced direct current. Then alternating current was developed and became virtually standard everywhere because of its greater efficiency and economy.

For the sake of efficiency, alternating current must be delivered to homes and factories at a never-varying number of cycles per second. Today, alternating current is standardized at 60 cycles, or 60 alternations per second.

This speed must never vary since many household appliances and industrial machines are constructed to operate properly only when they receive alternating current at 60 cycles.

A man named Arthur Warren was



THE SCHOOL EXECUTIVE for APRIL, 1952

called on years ago to devise a method of making this possible by keeping powerhouse generators operating constantly at a standard speed. Warren constructed an accurate master clock or chronometer with a synchronous motor. This was used to synchronize power station generators at exactly 60 cycles per second.

Then Warren realized that his work had far-reaching significance. If a generator always made the same number of revolutions per second, it actually was performing the functions of a clock. He carried his thought another step and figured that the small synchronous motor he developed for the power station's chronometer could be used to make a handy-sized electric clock, since it would turn at precisely the same speed as the generators.

#### Telechron Clock

Thus Warren developed the Telechron clock which contains a small precision motor synchronized with the generators of the powerhouse from which it receives its electricity supply. Today, virtually all these generators produce current at exactly 60 cycles per second or 3,600 cycles per minute-a never-varying measure of time. Moreover, the generators of powerhouses over a wide area are all synchronized to turn at exactly the same speed to avoid difficulty when they are linked together, which is often done so that they can furnish power to each other when emergencies arise. The chronometers which keep them all accurate are checked twice daily with Arlington time. Your local powerhouse delivers something besides electricity-accurate time.

The Synchromatic clock system like the electric clock in your home, operates on this accurate powerhouse time. Each of the clocks in the system contains a synchronous motor and each keeps precise step with the alternations of current which, like time signals, are transmitted from the powerhouse 60 times each second. The motor is geared to turn the clock's second hand exactly one full revolution each minute. The minute hand completes a revolution once each hour, and the hour hand goes around in exactly twelve hours.

#### Basis of Other Systems

So accurate is the synchronous clock that it has been borrowed for



use as a master clock in the latest models of the old-fashioned tick-aminute system. Actually, it is the only real clock in the system, for the secondary or slave clocks do not keep time. Every 60 seconds, the master clock flashes an electrical impulse over a special circuit to each secondary clock. The impulse works an electromagnet which jumps each minute hand ahead one space—tick!

The idea of the synchronous clock also is at the heart of the electronic or signal-corrected system. As previously stated, due to the characteristics of the motors used in the clock a means is provided to correct the clocks hourly. This is done by a small signal transmitter built into the master clock and individual little receiving sets constructed in each of the secondary or slave clocks. Since all are plugged into the building's regular electric light circuit, the master clock broadcasts an hourly signal over this circuit to the secondary clocks which are either speeded up or braked until they all come into accurate alignment again.

#### **How They Compare**

Let us compare the three clock systems on the vital questions of cost, maintenance, accuracy and dependability.

Original cost—The old-fashioned tick-a-minute system is perhaps a little less expensive than the Synchronic or signal-corrected system is comparatively high.

Maintenance cost—The Synchromatic system is least expensive in both year-to-year maintenance and tuture replacements. The building custodian usually can handle all necessary servicing. Manufacturers of the tick-a-minute and signal corrected system, with its complex radio controls, recommend the purchase of service contracts and the annual inspection and adjustment of all clocks by an experienced serviceman, plus a thorough overhaul, at least every two years, of the master clocks on which these systems depend.

Accuracy-Both the tick-a-minute and signal-corrected systems are susceptible to what clock men call "scattering." This simply means that the secondary or slave clocks get out of step with the master clock. In the tick-a-minute system, scattering may be caused by mechanical wear of the device which jumps each slave clock's minute hand ahead every 60 seconds. In the signal-corrected system, scattering may result from the type of motors which operate the individual clocks. The Synchromatic system, on the other hand, uses Telechron sealed-in-oil rotors which are the finest made and designed specifically to avoid scattering. In addition, every clock in the Synchromatic system is geared directly to power station accuracy.

Dependability—No master clock is required in the Synchromatic system. Both other systems depend on this extremely delicate and intricate master mechanism which can throw all the other clocks out of order. The master clock is subject to disturbance by dirt, dust, temperature changes and vibration, and requires the attention of a factory-trained technician when something goes wrong. The Synchromatic system has neither the delicate relays of the tick-a-minute



method nor the fragile tabes and special electronic equipment of the signal-corrected clocks.

Both the tick-a-minute and Synchromatic systems require the use of separate clock wiring circuits. However, this is also necessary with the electronic system, if a short-circuit or fuse blowout in the lighting system is to be prevented from putting one or more individual clocks out of operation. The Synchromatic system operates on its own private circuit. and all clocks continue to keep accurate time, barring anything short of the failure of the 60 cycle power supply. Even should this fail, a central control unit automatically supplies an independent power source-at exactly 60 cycles-which operates a number of key clocks during the power interruption. The control device also times the power shutoff, and when the regular electricity supply is restored it automatically corrects those clocks which have been out of commission. This is done by activating an additional or standby motor in each individual clock. These are synchronous motors like the regular ones, but they are geared to turn the hands at ten times normal speed until they are at the correct time. This device also is used to change clocks for daylight saving time.

The Synchromatic system alone never requires the replacement of an entire clock motor. The key to each clock in this system is a Telechron high-speed synchronous rotor, sealed in oil. The rotor alone can be easily removed by the building custodian and replaced for a matter of several dollars, should it fail after years of service.

Thus, there is no need for highly skilled technicians to test electronic circuits and tubes, no worry about interference from other apparatus in the building, no special tools and meters, no service contract.

In the dual motor Synchromatic system, the key word is simplicity: simplicity of operation because the system is simply designed. Every clock is the same, and operating directly on the ever-accurate central power line. Maintenance is simple because there is nothing complicated to fail and, even after years of service, the only part that may wear—the rotor—is quite simple to replace. Simplicity sums up the advantages of Synchromatic.

### The Teacher and Inflation

#### LEEVERN JOHNSON

Assistant Professor of Business Education State Teachers College Minot, North Dakota

ET us take a look at the teaching profession to see how it has fared in the past ten years. While teachers are receiving much higher salaries than they did a decade ago, their status in relation to other workers has gone down.

#### Some Calculations

To arrive at the relative status of the profession one needs to make only a few simple calculations. First, we need to consider what a person's income would normally be without the economic ups and downs. A young teacher entering the field could expect increases due to experience and additional "know how." Next, we must add enough to make up for the added inflation: and finally, we must consider the change in income taxes. After weighing all three of these elements, we can arrive at a figure which we can use as a vardstick for measuring our own salaries.

For purposes of comparison, let us take a person who is now in his early forties. Let us also assume that this person received a salary of \$2,000 in 1941. Due to increased experience he should have increased his salary by 30 percent during the past ten years, and it would now be \$2,600.

#### Bug-a-Boo Inflation

Next, we turn to the problem of inflation. During the past ten years, this measuring stick which we call the dollar has shrunk a great deal. It makes some difference as to the index number we use for comparison purposes. The cost-of-living index has

gone up 73 percent, and the retail price index has increased 86 percent.

The chief difference between the two numbers is that the first includes rent while the second includes building materials but not rents. Those who live in apartments should use the first, while those who own their homes should use the second one. If we use the first one, it means that our \$2,600 has shrunk 73 percent in buying power. To compensate for this we will have to add \$1,898, bringing our hypothetical salary up to \$4,498. If you own your home you should use the retail price index of 86 percent, and add \$2,236 for a total of \$4,836.

#### Taxes on Top of Taxes

We have not yet figured those increased taxes. Let us consider a family of three: a man, his wife and a dependent child. We will use the smaller of the two wage figures above. By means of a little interpolation we find that this family now pays about \$280 more in taxes than it did in 1941. Add this to the salary and we arrive at a figure of \$4,778-the amount you should receive today to give you the same relative buying power that you had ten years ago, considering the increased compensation you deserve because of increased ability.

You certainly cannot protect yourself against inflation if you don't know what it is doing to you. A fairly young person may have doubled his salary in the past ten years, but actually lost ground in the process.

# SCHOOL News & Views PLANT - Views & Views

#### Sites Come in All Sizes

URING the past decade or so a trend toward larger school sites has developed. Following in the wake of this trend has been the upward revision of standards, recommendations and "rules-of-thumb" for determining the size of sites. Today, almost anyone who has any familiarity with the literature on school sites can quote "standards" which state that a site should have a minimum of five acres, ten acres, etc. Oddly enough there is no reliable body of data in existence which shows that the typical school site should contain just so many acres. Few if any studies show the educational benefits a community can expect from a given amount of land. Perhaps this is just as well, for the educational value of land lies in use, not in amount. Each community has the responsibility for determining what educational values are to be derived from its school site and to acquire land accordingly. While a great many people believe that almost all schools should have large sites and that those sites should be used in the program of education, few contend that there is virtue in size alone. The trend toward larger sites is good only to the extent that it promotes the growth and development of better programs of education.

-George W. Holmes, III

#### Trends in Ceilings For School Buildings

The materials used for ceilings in school buildings were the subject of a study recently completed by the Research Department of the American School Publishing Corporation. Data on approximately 1,000 buildings constructed between 1930 and 1950 were collected and analyzed. The architects who designed those buildings were asked to express their preferences for ceilings in future school buildings. The results of the study are summarized below.

1. The marked trend in classroom ceilings was toward the use of perforated fibre tile. Almost two-thirds (63 percent) of the architects indicated a preference for either perforated fibre tile or acoustical tile.

2. In corridor ceilings the trend also was toward perforated fibre tile, although the use of acoustical plaster showed a slight gain. Two-thirds (67 percent) of the architects indicated a preference for either perforated fibre tile or acoustical tile.

3. For gymnasium ceilings the trend was away from fibre tile and tile board, yet more than one-third of

the architects expressed a preference for material of that type. No one material dominated the picture.

4. The outstanding trend in auditorium ceilings was toward acoustical materials such as perforated fibre board, acoustical tile and plaster.

5. There was a marked trend toward perforated fibre tile ceilings in libraries. Acoustical plaster was the only other material that showed an increasing use over the twenty-year period. Two-thirds of the architects specified either perforated fibre tile or acoustical tile for future use. Slightly fewer than one-fifth of the architects preferred acoustical plaster.

6. Wood was the material most often used in shop ceilings over the past twenty years. During the second half of the period covered by the study, the use of wood declined. Slight increases were recorded in the use of perforated fibre tile, exposed concrete and acoustical plaster. Architects were fairly well divided as to material preferred for future shop ceilings. Aside from those who did not respond to this particular question (26 percent), the largest single group (22 percent) indicated a preference for perforated fibre tile.

7. Both in use and in the preference of architects, perforated fibre tile was the dominant material in the study of lunchroom ceilings.

8. The major trend in kitchen ceilings was away from perforated fibre tile and toward plaster. Plaster was the material preferred for future use by 48 percent of the architects.

 For ceilings in administrative areas, the trend was toward the use of acoustical materials such as perforated fibre tile and acoustical plaster.

10. Over the twenty-year period under consideration, there was a decline in the use of plaster ceilings in toilet rooms. The use of exposed concrete and of perforated fibre tile increased. Nevertheless, there were more plastered ceilings than there were all other types combined.

#### **Thermal Environment**

At a recent press conference, Dr. Darrell Boyd Harmon revealed some of the results of his research on problems related to the heating and ventilating of classrooms. The conference was held at the Hotel Barclay in New York and was sponsored by the Minneapolis-Honeywell Regulator Company for whom Dr. Harmon acts as research consultant.

Dr. Harmon stressed the importance of the proper thermal environment for learning. It was pointed out that the way a child responds to a given activity is directly related to the thermal environment in which he performs that activity. Research has shown that the optimum thermal environment is not the same for all activities just as it is not the same for children and adults. It was further stated that the classroom and curricular changes of the past generations mean that a rigid control of the thermal environment is needed to maintain optimum body temperature in the school child at all times if he is to learn and develop properly.



# STOCKTON SCHOOL:

# An Interpretation of School Design

WHEN SCHOOL architecture broke from some of its ornamental aspects during the past few decades, there was high hope that the whole existing pattern of American school planning would get an overhauling, such as has occurred in the design of residential and industrial buildings. In school planning, however, a number of "cardinal principles" seem to block change in every direction.

Many school designers still swear by the "wild notions" that any change from orthodox school patterns involves expense which is prohibitive; that the 90-degree angle is infallible (Since 1800, it has been thought that classrooms must be rectangular, regardless of functional aspects.); that a large amount of glass area, per se, contributes to the elimination of eyestrain and fatigue; that a large amount of builtin equipment is the perfect solution; that participation in planning by large numbers of people must result in compromises that tend toward mediocrity; that an addition must always perpetuate the original style of architecture; that the building must be designed by an architect who specializes exclusively in schoolhouse planning.

#### Progressive School Buildings

Fortunately, we now have a growing number of school buildings whose case histories prove that these static concepts are not always reliable. For instance, there is the Ridge Road School at North Haven, Connecticut, planned by Douglas Orr,

#### HENRY E. KENTOPP

Superintendent of Schools East Orange, New Jersey famed for the recent remodeling of the White House. His classroom is diamond-shaped, joined by trapezoids. The per-cubic-foot cost of 74 cents in 1948 compared well with others in the same state.

The Overlook School in Abington Township, Pennsylvania, has class-rooms bounded by a parabola attached to a rectangle. The cost per cubic foot was 75 cents in 1949, one of the lowest in the region, especially when consideration is given to all the special facilities which Architect Louis McKenzie was able to include in this fine building.

Bids for the new elementary school in the Alexis duPont District near Wilmington, Delaware, were 95 cents per cubic foot—certainly reasonable when compared with 1951 prices in the same area. Architect Whitside used T-shaped classrooms, and Superintendent Howie and his staff included an unusual number of facilities in this building.

#### An "Inside-Out" School

All of the "established" cardinal principles were tested by the new addition to Stockton School in East Orange, New Jersey, and found wanting. Designed to provide the flexibility needed for an ever-improving program, the school was to include maximum facilities at minimum cost. New ideas of merit were to be included, but there were to be no innovations for the sake of novelty.

The architect, Emil A. Schmidlin, was chosen because of his national reputation as a designer of functional and beautiful garden apartments, ranch houses and business structures which had been well built at comparatively low costs. From the beginning, the building was planned from the inside out. "We'll design the interior, then put on the shell," said Mr. Schmidlin. Throughout the planning procedures, when someone was heard to remark, "But how will that look?" Mr. Schmidlin would say, "Don't worry about that. The moment you worry about that in planning the interior, you circumscribe your thinking and limit your creative powers."

A small triangular site made two stories inevitable. We were adding to a fifty-year-old colonial type building, situated in a mixed business and residential neighborhood.

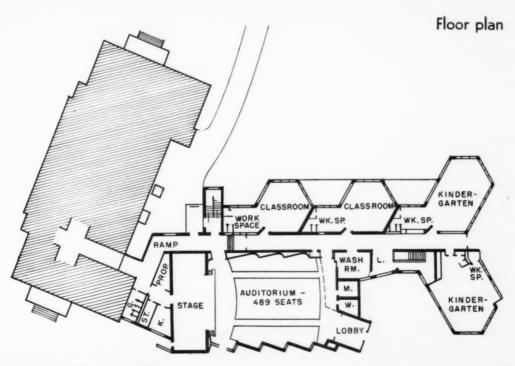
What should be the shape of the classrooms? We wanted space which



would permit all pupils to see and hear well during discussion periods, a natural semicircular grouping, with no one far removed from the center of interest. The long rectangular classroom did not meet these requirements. The square classroom would be an improvement, but as Architect Lawrence Perkins once remarked, "The 90-degree angle is restrictive. There must be some better arrangement for schoolroom purposes."

#### Architect's Ideas Tested

Our architectural firm came up with an answer. They proposed the hexagon-shaped classroom. This provided the desired chummy grouping, increased efficiency for discussion, and gained the maximum flexibility and improved utilization by the expansive angles and greater width. The natural connections between the hexagonal classrooms were to be trapezoids, providing the desired



THE SCHOOL EXECUTIVE for APRIL, 1952



work space slightly removed from the main classroom, yet always within the teacher's peripheral vision. For further refinement of the architect's proposal, an experimental classroom with movable partitions was set up in an elementary school gymnasium where regular classes were conducted for several weeks.

The hexagons, pushed apart by the workrooms, provided more daylight than we had ever hoped to have. By using great care in the selection of prismatic glass block, placed over a clear vision strip of glare resisting glass, our classrooms (28 feet wide) are flooded with a soft, diffused, almost shadowless light-so well blended that even when the foot-candles on the darkest desk approach 80, the result is restful and very comfortable. Since the reflection from the inside walls of the classroom often exceeds 100 foot-candles, there need be little concern about whether light is "coming over the left shoulder."

#### Movable Equipment and Storage

All classroom equipment, except the cabinet containing the sink, was made movable. Teachers can, therefore, create an endless variety of nooks by using storage cells for partitions. This equipment was designed by staff members and made in our own carpenter shop. Each classroom has a drinking fountain, two toilets, sink, and washbowl. There is a storeroom for live storage and balcony space above for reserve storage of seasonal materials which, used perhaps only one week a year, normally have a tendency to be in the way at all other times.

The auditorium makes ample provision for adult use, but is especially designed for children. There is not much resemblance to the professional theater. The large glass area in the rear wall invites the outdoors. The splayed walls improve acoustics and prevent distraction for the audience. Childlike colors predominate. Though it has no ornamentation, visitors exclaim at its beauty.

Two "gang washers" at the entrance nearest the park solve the ageold problem of preventing pupils from going to classrooms with playground dirt still on their hands. The entire class can wash in slightly more than a minute. The results: cleaner books; cleaner desks; cleaner clothes.

The materials and types of construction used throughout the building are the best. For instance, the frame is reinforced concrete; the floors are covered with Linotile; the corridors have tile wainscoting; the classrooms, linoleum wainscoting; and the auditorium curtains are of glass fabric—all with the objective of permanency and low maintenance costs, Classrooms vary in size. The smallest contains 1,050 square feet, and the largest, a kindergarten, is 1,550 square feet in area.

#### And the Cost?

Here's where anxious moments came. Toward the end of the planning period, interested observers predicted freely that the cost would exceed \$2.50 per cubic foot. One nationally recognized authority even advised us "not to build the ——thing." On the other hand, leaders with vision such as Drs. Engelhardt, Linn, and McCormick expressed great faith in it and urged us to proceed.

The cost was 92 cents per cubic foot, well below the average cubic foot expenditure on six excellent school buildings constructed in various parts of this country during 1950.

#### And the Appearance?

Typical is the reaction of a visiting art supervisor, "I never thought a school building could be so beautiful." This is interesting because the architect used practically no ornamentation. All expenditures were used to provide space and durability. The beauty had to be a by-product of functional shape and form. It took courage to use functional architecture on an addition to a colonial type building. But Mr. Schmidlin declared, "I'll make it so glamorous that you won't see the old one." Architectural critics are highly enthusiastic over his success.

Herr Alfred Roedl, superintendent of schools at Ansbach, Germany, visited Stockton after investigating new school buildings in nineteen states, He declared, "This building is magnificent. In my opinion, it is unsurpassed in functional aspects, in beauty, and in sheer inspiration. I shall always be thankful that I have had an opportunity to be in a building which so transcends the expected school setting. It has made an impression that will be with me always."

Another German visitor, Karl Stengl, superintendent at Mannheim, came after studying new schools in most of our eastern states. After a meticulous inspection, he exclaimed, "This is paradise! How could a school building be more functional or nore beautiful? There should be a new name for a structure which surpasses all expectations..."

#### Special Mention

A board of education which provides situations conducive to such

Photo from Pittsburgh Plate Glass Company



planning and shows such vision and courage deserves special mention. Chosen with great care by Mayor Charles H. Martens, their names are Roy F. Duke, president; Frederick B. Duncan, vice-president; Mrs. George Ross Starr; Judge Harry W. Lindeman; and Andrew D. Level. Approximately one hundred teachers, parents, and board members participated in the planning. The steering

the architect, Emil A. Schmidlin, and assistant architect, Russell Heter, were Paul V. Moody, secretary-business manager; Eric Peterson, superdent was chairman and coordinator.

committee which worked closely with visor of buildings; Louise Naber, art





Photo from United States Plywood Corporation



Above, workshop participants discuss the use of moving pictures and records and map out various phases of their audio-visual program. Below, a "special interest" group examines state-adopted music textbooks.



The workshop's exhibit of free teaching materials.





Above, two Jackson College cooperating teachers confer with two student teachers and discuss teaching means learning to finger-paint, crochet, and draw.



# Theory in Action

JANE ELLEN MCALLISTER Jackson College for Negro Teachers Jackson, Mississippi

THE WORKSHOP of Cooperating Teachers held last summer at Jackson College, Mississippi, operated on the premise that thinking and doing go hand-inhand. The 26 participants were student teachers and teachers' aides from elementary and secondary schools in communities around Jackson, Mississippi.

In its first stage, the workshop was an experimental cooperative program between Jackson College and nearby public school teachers who might at sometime serve as cooperating teachers for student teachers of the college. Future workshops will be conscious attempts by the college to equip cooperating teachers to recognize young people of exceptional promise and ability, to attract them into the profession, and to groom them for high quality teaching.

College graduates from city schools attending the workshop found much that they could learn (non-academically) from the rural teachers in one- and two-room schools. That was an exciting and pleasant experience in human relations. In addition, the human relations angle played a part in the workshop's community contacts. Wherever they went, teachers were amazed to find that without exception they were received with courtesy and good will, and even encouraged to bring their students during regular school terms.

> In college bus, workshoppers visited the State Capital, the state's mental hospital, U. S. Waterways Experiment Station, National Park, commercial industries, and Civil War battlefields of historic Vicksburg, Miss.



### The Training of Educational Leaders

- "Pre-service education of school administrators is only a base, to be supplemented by continuous development in the field."
- "Field studies represent an important service and means of professional education."
- "Organized program of in-service preparation should be designed to raise the level of professional competencies of staff members and to integrate the efforts of all workers to secure a smoothworking functional organization."
- "Provision should be made for the development of skill in the use of research techniques, as well as the ability to interpret and use the findings of research."
- "Research and experimentation are important means of developing improved programs and procedures,"

THAT the above ideas are generally accepted as sound is evidenced from their source. They were developed by members of the National Conference of Professors of Educational Administration, and have emerged as principles upon which nationally recognized educational leaders agree. It was within the framework of these ideas that the "McMinn County Project" was begun in 1949.

McMim County, in the southeastern part of Tennessee, has a population of approximately 32,000, and is predominantly agricultural, with three main population centers — Athens, Etowah, and Englewood. Athens, the county seat, is the largest of the three. The educational program of the county is organized into three administrative units. The county system is composed of four high schools, two junior high schools, and 33 white elementary schools. There are six Negro elementary schools in the county system. The city system of Athens is composed of three white elementary schools and one Negro school. The city system of Etowah maintains one junior high school and one elementary school. The combined school systems enroll approximately 8000 students.

#### Three Objectives

The project had three initial objectives. They were the in-service training of the administrative personnel of the combined school systems, the pre-service training of administrative personnel enrolled at the University of Tennessee, and the development of long-range plans for the school program in McMinn County. The project was developed on a cooperative basis with the superintendents of the respective school systems of McMinn County and the Department of Educational Admin-

#### BASCOM H. STORY

Associate Professor of Education College of Education University of Tennessee Nashville and

ARNOLD C. TJOMSLAND
State Office of Public Instruction
Olympia, Washington

istration of the University of Tennessee. No compulsion was exercised in regard to participation on either the advanced students from the University, or the administrative personnel of the county. Opportunity, however, was provided for all participants to earn graduate credit for the work done in the project. Approximately 30 individuals were involved on a continuous working basis over a period of two full years.

Regular weekly meetings lasting four or five hours were held evenings in the various school buildings in the county during the full working period. The group generally had their evening meal together as a part of the group activity.

During the initial meetings, the group explored the most pressing educational problems in the county. They arrived at the conclusion that the problems of school buildings and facilities had these important characteristics: they were common to all individuals in the group; they were commonly understood; they could and must be solved; and they provided a basis for cooperative working relationships which could be carried over into other areas of problems.

#### Plan of Attack

In devising an approach to these problems, the group designated it-

self a Survey Group, and set up a program of attack. The six activities listed below were agreed upon as logical and consecutive steps in the intelligent, long-range planning of a school building program. They were also visualized as necessary to the improvement of the educational program. The activities were:

I. A survey of the present school facilities and their utilization in Mc-

Minn County.

2. A survey of population trends and school enrollment trends in Mc-Minn County.

3. A survey of the present school transportation system in McMinn County.

4. A survey of the financial ability of McMinn County to support edu-

5. A projection of the future educational program for McMinn County

6. Recommendations for a long range school building program in Mc-Minn County, based on an intelligent analysis of the above data.

#### **Technical Assistance**

As the group explored ways and means of carrying out the various jobs, it recognized the need of much technical assistance. An advanced graduate student from the University of Tennessee, doing specialized work in the field of school buildings, was invited to become a permanent member of the group. In exchange for his advice, the group made itself available to him as a resource in carrying out research in relation to the problem which he was undertaking. This same reciprocal arrangement with respect to other problems-finance, curriculum development, etc.—was followed throughout the progress of the

Getting information which would contribute to the successful completion of the jobs undertaken was a cooperative undertaking. Research had to be carried on in a variety of manners: by individuals, by small groups of individuals within the larger group, by the total group, and involving teachers, pupils and lay citizens of the county.

#### Inventory

In attempting to make a survey of physical facilities and their utilization. the group devoted ten meetings to devising an inventory instrument

which would provide an objective analysis of the quantity and quality of the existing school buildings and sites. It was designed so that it could be utilized by teachers, pupils and parents, and be applicable to each school in every school system. Under the leadership of the survey group. inventories were carried on in each school community by teams of parents, teachers and pupils. In one community, as many as 250 parents parti-

The results of the many studies were combined into one survey for each school and were reported in a special edition of the county-wide newspaper.

#### Additional Studies

Five additional research studies were designed and carried out; on the history of education in the county, the status and needs of the transportation system, school enrollment trends, the financial structure of the county, and the projection of the educational program in terms of its predicted future.

With respect to the last, it was believed by the group that the future of McMinn County's educational program depended upon the type of leadership provided for the development of the program. The plan devised by the group for the prediction of this future program involved the following factors:

1. Determination of the purposes of education in McMinn County.

2. Identification of the best ways of achieving these purposes translated into the elements of a school pro-

3. Identification of what the best kind of school program would demand in terms of school facilities.

It was agreed that this activity, when completed, would provide the necessary data to complete five of the original six activities defined by the group. These completed surveys could then be used in making recommendations for a long-range school building program. It was further agreed that this total data would also provide a sound basis for a continued program of curriculum study and revision.

#### Purposes of Education

In attempting to project the educational program in McMinn County, the group began with the six purposes

of education enunciated in a recent state-wide survey. School faculties and parent groups were brought into a discussion of their validity, and agreement was reached upon the overall general purposes of education in the county. The group then analyzed these purposes and identified the area of the school program best fitted to achieve them. This was followed by a study of the direction in which these areas of the school program are moving. Experts from the University and the State Department of Education in fields such as music, art, health, social studies, science, etc., were invited into the group to suggest how their areas could best be handled to achieve the purposes of education. The survey group then reached agreement on the educational goals to be pursued in McMinn County, and their implications in terms of present and future school facilities.

This activity covered a period of some five months and involved the thinking and working of pupils and parents throughout the county. Graduate students from the University were utilized, and the members of the survey group undertook to pull together the results of these combined efforts and to project reports.

#### Recommendations

In the spring of 1951, the survey group undertook to correlate and analvze all the data and reports and to make recommendations. The ten masters' theses which grew out of this project were digested and coordinated in a report entitled Educational Planning In McMinn County.

There is much evidence to support the claim that this technique of planning resulted in more efficient school building developments within the county. It has also set the stage for more intelligent school program improvement. Evidence is cited also to support particular growth on the part of the personnel in the areas of their ability for community leadership, their ability to work democratically, their ability to develop leadership within their respective staffs, and their ability to do research and implement its findings. Certainly, the graduate training afforded both the pre-service and in-service personnel who participated in the project was more challenging and realistic than is normally the case.

Sducational Planning



Bronze plaque is awarded to architect William W. Caudill (left) by Walter D. Cocking, chairman of the board of editors of THE SCHOOL EXECUTIVE. Second from left, Morris Ketchum, one of the judges of the competition; right, William Pena, a member of Caudill's firm.

Photo by Buzz Taylor

# Competition for Better School Design

THE SCHOOL EXECUTIVE'S first annual Competition for Better School Design was an interesting and important event. It aroused interest among architects, administrators, and school boards throughout the United States and Canada. It attracted the attention of newspapers and magazines. It helped to fix attention on the gigantic school building program in this hemisphere. It demonstrated the great development under way in new and diverse designs for modern school plants. The editors hope that the competition served to arouse schoolmen and architects to increase their efforts to develop school design which will give us buildings planned for the greatest functional use and which at the same time are more beautiful than the monumental types of yesterday, and more economical to build.

The purpose which prompted The School Execu-Tive to sponsor this competition was clearly stated in the original announcement which appeared in the April, 1951, issue of the magazine. It stated:

"THE SCHOOL EXECUTIVE is concerned that the hundreds of new school plants which must be constructed in the next several years shall be designed to meet the needs of communities and modern school programs, and shall utilize materials to provide economical, aesthetic and socially useful results. Recent buildings demonstrate that

much has already been done. Much more can and must be achieved.

"To encourage more creativeness in the design of new school buildings, and to call attention to design which is considered to be meeting present-day needs, The School Executive is sponsoring a competition among architects of school buildings designed or constructed during the calendar year of 1951."

The competition was conducted on the highest professional plane. The School Executive congratulates all who took part. The architectural firms which participated spent a great deal of money and valuable time in the preparation and submission of their entries. As a result, veterans of other competitions spoke in glowing terms of the high quality of all the entries. We want to express our appreciation to all those who helped to make this competition successful.

#### The Entries

Any architectural firm in the United States and Canada that had designed or constructed a school building during the calendar year 1951 was eligible to enter the competition. Wide latitude was given the architectural firm to use its initiative in planning the type and character of display it wished to present. Firms were invited to

submit as many entries as they desired. The response was heartening and gratifying. By January 1, 1952, 109 entries had been received. These materials were submitted to the jury panel for consideration and decision.

An analysis of these 109 entries discloses a number of interesting aspects. Entries were distributed among 29 states and Canada (twelve). Of the 109 buildings, 74 were elementary school buildings; 29 were secondary schools; three were combination, or kindergarten through twelfth grade; and three were special buildings. The contractual or estimated cost of the buildings ranged as follows:

Less than \$100,000			٠				٠			.9	buildings
											buildings
\$300,000-\$499,999			,	٠		۰				26	buildings
\$500,000-\$749,999			,					,		16	buildings
\$750,000-\$999,999										.8	buildings
\$1,000,000-\$2,000,0	0	0		0						16	buildings
Over \$2,000,000											
Over \$15,000,000 .										. 1	building

The number of buildings per state ranged from one to thirteen (California) and were distributed as follows: Arkansas, 2; California, 13; Connecticut, 3; Delaware, 1; Florida, 1; Georgia, 1; Iowa, 1; Illinois, 3; Kansas, 1; Maine, 2; Maryland, 9; Massachusetts, 5; Michigan, 6; Missouri, 5; Nevada, 1; New Jersey, 5; New Mexico, 1; New York, 9; North Carolina, 1; Ohio, 4; Oklahoma, 2; Oregon, 1; Pennsylvania, 3; South Carolina, 1; Tennessee, 1; Texas, 4; Virginia, 6; Washington, 2; Wisconsin, 3; Canada, 12. (A complete list of the entries is found on pages 73 and 74.)

#### Judging the Competition

The judging of the competition was a big undertaking. The selection of a competent group of recognized persons in the school architectural field was a matter of major importance. However, with the cordial cooperation of the AIA's Committee on Competitions, a distinguished group of architects and educational planners was appointed. Morris Ketchum, senior member of the firm of Ketchum, Gina and Sharp, New York City, was appointed chairman of the board of judges. Mr. Ketchum has frequently served as a judge of architectural displays. His firm has also won many national and international awards for architectural design, and is currently designing six school buildings.

The other members of the jury panel were: Robert Hutchins, distinguished school architect of the firm of Moore and Hutchins, New York City; Walter Kilham, Jr., of O'Connor and Kilham, New York City, whose work in the educational field is brilliantly highlighted by the design of the Firestone Library at Princeton University; Ray L. Hamon, Chief of the School Housing Section of the U. S. Office of Education, one of the outstanding educational authorities in the school plant field; and Benjamin C. Willis, Superintendent of Schools at Buffalo, whose work in the school plant field has won recognition throughout the nation.

The judging of the competition took place at Teachers College, Columbia University, on January 4 and 5, 1952. The judges were assisted by George W. Holmes, III, Director of Research, and Georgette Manla, statistician, of the American School Publishing Corporation, who

served as recorders. Four graduate students at Teachers College handled the materials. (A description of the jury's work is provided in its report, which is a part of this section.)

The jury selected five entries as the award winners, fifteen entries for honorable mention, and four entries for special citation for some outstanding features of their design. The judges also selected the outstanding entry from Canada.

Each of the five award winners received an appropriate bronze plaque and a citation scroll. A similar plaque was also awarded to the outstanding Canadian entry. Citation scrolls were awarded to each firm receiving honorable mention or citation for special design features. A complete list of the winners arranged alphabetically by groups follows:

#### AWARD WINNERS

Caudill, Rowlett, Scott and Associates, College Station, Texas—for design of Will Rogers Elementary School, Stillwater, Oklahoma.

Edward Fleagle, Yonkers, New York—for design of Colonial Heights Elementary School, Yonkers.

Reisner and Urbahn, New York City—for design of Lido Beach School, Long Beach, Long Island, New York.

Eaton W. Tarbell and Associates, Bangor, Maine for design of New Bangor Elementary School, Bangor. John C. Warnecke, Oakland, California—for design of Mira Vista Elementary School, East Richmond Heights, California.

#### CANADIAN AWARD

Sharp and Thompson, Berwick, Pratt, Vancouver, British Columbia—for design of Stanley Humphries School, Castlegar, B. C.

#### HONORABLE MENTION

Aeck Associates, Atlanta, Georgia—for design of Carver Heights Elementary School, Columbus, Georgia.

Clark and Beuttler, Robert Evans, San Francisco, California—for design of Home Economics Building, University of California, Davis.

Warren S. Holmes and Company, Lansing, Michigan—for design of Lyons Avenue Elementary School, Lansing.

Johannes and Murray, Silver Spring, Maryland—for design of Mace's Lane High School, Cambridge, Maryland.

Kelly and Gruzen, New York City—for design of Signal Corps School and Barrack Dormitories, Fort Monmouth, New Jersey.

Lyles, Bissett, Carlisle and Wolff, Columbia, South Carolina—for design of Langley-Bath-Clearwater High School, Bath, South Carolina.

McLeod and Ferrara, Washington, D. C.—for design of Falls Church, Virginia, Junior-Senior High School, and Rollingwood Elementary School, Chevy Chase, Maryland.

Perkins and Will, Chicago, Illinois—for design of Keokuk, Iowa, High School and Community College; Fallsburg, New York, Central School; and Hyde Park, New York, Elementary School. Sharp and Thompson, Berwick, Pratt, Vancouver, B. C.—for design of Stanley Humphries Junior-Senior High School, Castlegar, B. C.

Sibley and Sibley, West Hartford, Connecticut—for design of Connecticut Regional High School No. 4, Chester-Deep River-Essex, Connecticut.

Spaulding-Rex-Deswarte, Los Angeles, California for design of Westchester High School, Los Angeles.

Weiler and Strang, Madison, Wisconsin—for design of Columbus, Wisconsin, Elementary School.

#### SPECIAL FEATURES

Dewar, Stevenson and Stanley, Edmonton, Alberta, Canada—for design of Victoria Composite High School, Edmonton (commended for a thorough study of organization and detail and for effective housing of a very comprehensive program).

McLeod and Ferrara, Washington, D. C.—for design of Salem Avenue Elementary School, Hagerstown, Maryland (commended for good design of an elementary classroom to meet the specialized needs of an activity program).

John Lyon Reid, San Francisco, California—for design of Alhambra Union High School Addition, Martinez, California (commended for fresh and stimulating treatment of a physical education plant).

Perkins and Will, Chicago, Illinois—for design of Scarsdale, New York, Elementary School (commended for an interesting and exploratory approach to classroom design and grouping).

Arrangements are under way to make the actual presentation of the plaques and citations to the winners in the communities where the winning school buildings are located, and at appropriate ceremonies aranged by the local school systems.

#### Exhibits

Following the judging of the competition, all entries were placed on exhibit at Teachers College, Columbia University, for one week. School administrators, architects and board members in the eastern part of the country were invited to view the exhibit. Hundreds attended and studied the designs on display.

All winning entries were subsequently placed on exhibit at the St. Louis meeting of the AASA, February 23-27, as a part of the general architectural exhibit. The award-winning entries were then moved to Los Angeles, to be displayed at the regional meeting of the AASA March 8-12. These entries will also be shown at the Boston meeting of the AASA in April. Arrangements have also been made to exhibit the winning entries at the annual meeting of the National Council on Schoolhouse Construction in Boston, October 7-12.

#### Reasons for Competing

The architects were asked to state their reasons for entering the competition. Their answers varied widely. Thirty-two gave such general reasons as: "to encourage better design;" "to help promote this competition;" "this building is considered outstanding." Other architects cited more specific reasons. Economy, or low cost design, was stressed by 21 firms. Good lighting design was emphasized by eighteen firms. Site efficiency, or relation of the building to the site, was keynoted by fifteen firms.

Other firms pointed to the following features of their entries: good heating and ventilation; unusual and effective use of glass block; furniture design; use of prefabricated materials; design for community use; high degree of flexibility; special and unusual classroom design; use of substitute materials in place of scarce items; campus type of plant; efficiency in meeting children's needs; cooperative planning of the building; unusual structural system; unique remodeling job; concentration of space; modular design; harmony with surrounding buildings; single loaded corridors; non-institutional appearance; use of new materials; use of color; atom-bomb resistant design; child-sized design; unusual multiple-purpose spaces.



Dr. Willard Ellsbree, Professor of Education at Teachers College, Columbia University, and two of his students discuss features of one of the entries on exhibit at Teachers College.

# **Evaluation of the Competition**

# Report of the Jury on The School Executive's 1951 Competition for Better School Design

HE panel of judges for the Competition for Better School Design sponsored by The School Execu-TIVE convened on Friday, January 4, 1952, in the Russell Hall Library, Teachers College, Columbia University. Walter D. Cocking, chairman of the board of editors of THE SCHOOL EXECUTIVE, officially opened the proceedings. The judges were Morris Ketchum, Jr., member of the architectural firm of Ketchum, Gina and Sharp, New York City, chairman of the group; Robert Hutchins, member of the firm of Moore and Hutchins, Architects, New York City; Walter Kilham, Jr., member of the firm of O'Connor and Kilham, New York City; Ray L. Hamon, chief of the School Housing Section, U. S. Office of Education, Washington, D. C.; and Benjamin C. Willis, superintendent of schools, Buffalo, New York.

After a general discussion, a procedure was established for judging the 109 entries submitted to the competition by architects from the United States and Canada. In order to expedite the initial review, the jury was divided into two groups, each consisting of an architect and an educator, with Chairman Ketchum alternating between the two groups.

Group One consisted of Robert Hutchins and Benjamin Willis. Group Two consisted of Ray L. Hamon and Walter Kilham. Each group examined approximately half of the total entries submitted.

The first round of review resulted in the elimination of 52 entries, with 57 retained for further consideration. All entries eliminated by one group were reviewed by the second group of judges. This completed the first day of judging the Competition for Better School Design.

On Saturday, January 5, 1952, the judging of retained entries was resumed. It was decided to separate all entries into three groups: (1) elementary school buildings; (2) secondary school buildings: (3) a special group of college buildings and combination buildings. The judging was done within these categories to avoid confusion and to accomplish a fair appraisal of each of the buildings. It was decided that five top awards would be presented to the school buildings with the most promising over-all merit. An honorable mention group and a commendation for special features group would complete the merit awards.

The five judges appraised the 57 school buildings as one panel, exchanging comments and criticisms. Of the 57 buildings, 33 were eliminated from further review, four buildings retained for their special features, and 20 buildings remained for further consideration and division into the top merit and honorable mention award groups.

Decisions were then made which selected the five top merit awards and fifteen honorable mentions. One honorable mention school building was also chosen as the best Canadian entry. Four commendations were given for special features.

#### **General Summary**

In the opinion of this jury, The

Competition for Better School Design sponsored by The School Ex-ECUTIVE represents a unique and stimulating cross section of current progress in school planning. Its 109 entries from every region in the United States and Canada offer striking evidence of the advances made during the past ten years in the design of educational buildings.

This competition demonstrates that school buildings can be designed from the inside out, and that program requirements need not be fitted—somehow—into some stereotyped building form, as has been the case so often in the past. Most of these buildings evolve in a natural way as the result of a logical interpretation of the educational program in terms of site, space, structure, materials and equipment.

Great progress has been made and continues to be made in solving every technical consideration—climate control, orientation, lighting, acoustics, ventilation and the multiple use of rooms and spaces. Most of today's school buildings are generally well planned and well built. The trend is toward friendly, non-institutional buildings where children can feel at home.

School architects, it is evident, are not satisfied with bringing school planning up to date. They are still exploring new approaches to every aspect of school design, from spatial organization to built-in equipment. Trends in classroom design, in the interrelationship of classrooms and rooms for specialized activities, in lighting, materials, acoustics, and in

"The competition proved that there is no such thing as a good stock school plan. Every winner in the competition was tailor-made. As always, the best school architecture was produced by close collaboration between educators and architects—not by dragging out some stereotyped solution from a plan file and trying to adapt it to some new program and some new site.

"There is no easy road to the production of a successful school building. Be sure that the architects you select are just as eager as you are yourselves to explore and weigh alternate approaches to the problem of creating an ideal school plan for your community."

-- Morris Ketchum (remarks at the School Executive Breakfast, St. Louis, February 25.)

building techniques, all indicate that tomorrow's schools will be even better than today's.

#### Standards of Judgment

In analyzing each entry, the jury tried to determine whether or not the building or building group submitted was a good solution to its own building requirements, its own climate and region, its own site, topography and orientation. The jury went on to examine the interrelationship of the major spatial elements-indoor classrooms, multi-purpose rooms, gymnasiums, auditoriums, administration and service; outdoor play areas, study areas, and landscaping-and the traffic patterns tving these elements together. Next, the jury considered whether the building or buildings were technically acceptable-whether lighting, ventilation, acoustics, structure, materials, equipment were well organized. Initial cost and long-term maintenance received consideration within the limits of the information provided. Particularly, the jury sought to determine whether each entry suited the children who would use it and the teaching system that would educate them while they were there. Value was given to characteristics which spelled comfort, cheerfulness and hospitality for the pupils; suitable, economical and efficient teaching conditions for the staff.

In the opinion of the jury, those entries receiving final awards in the form of prizes or honorable mentions met these standards well and generally excelled in them. Each one had an unusual and intelligent overall solution that lifted it above the level of mere competence and onto a level of outstanding achievement. In the case of those entries receiving commendation for special features, some one element of the total design was considered to have reached that same high level, even though the overall solution itself was not judged to be of prize calibre.

that the Competition for Better School Design be held again in 1952 in order that those concerned with school planning may continue to benefit from its comprehensive yearly report on architectural progress in the design of school buildings.

It further recommends that each competitor in this second competition should submit with his entry a brief typed statement covering program requirements and site conditions, together with one composite, readable, black-and-white plan showing the main floor, the site development, and the means of approach in one drawing.

The jury suggests that the panel of architectural jurors for this second competition be selected from those architects receiving prize awards in the 1951 competition.

The jury further suggests that the results of the present competition be published in brochure form and distributed to interested architects, educators, and other individuals and groups in this field.

Respectfully submitted,

RAY L. HAMON ROBERT HUTCHINS WALTER KILHAM, JR. BENJAMIN WILLIS MORRIS KETCHUM, JR., Chairman





Mira Vista School, East Richmond Heights, California. (See other photo, page 51, plan of layout, below).

Photos by Rondal Partridge

# Citations for Awards

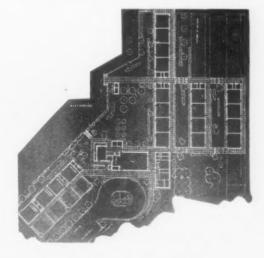
#### Mira Vista Elementary School, East Richmond Heights, California; John Carl Warnecke, Architect

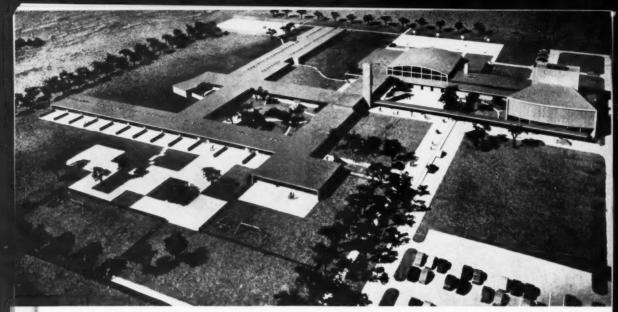
This elementary school was considered an excellent solution in plan. construction, and overall character. The location of administrative and special purpose rooms with their roadways and parking areas on the comparatively flat entrance level and the skillful and bold handling of the classroom wings and their connecting walkways on the steep hillside above both prove the designer's ability to take full advantage of difficult site conditions. The rough character of the surrounding terrain is reflected in the choice of exterior materials; the homelike cheerfulness of the interior is backed up by excellent lighting. ventilation and acoustics. School and site blend in a charmingly romantic composition.

#### Lido Beach School, Long Beach, Long Island, New York; Reisner and Urbahn, Architects

This combined elementary-junior

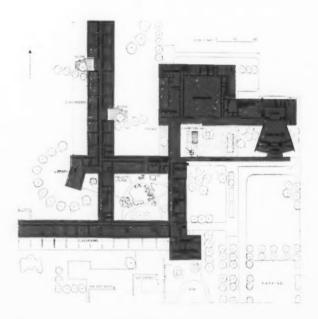
high school has also been given skillful site planning. It is superlative exercise in space composition. The generous land area available consists in a level plain instead of a steep hillside. In this case, the site difficulties included a high sub-surface water level and constant exposure to ocean winds. Both these disadvantages were overcome by a plan which spreads out in a series of well related wings and courtyards. Administration, audi-





Lido Beach School, Long Beach, Long Island, New York. Model, above; drawing, below. Bottom of page: artist's rendering of library (left) and classroom (right).

Photos by Lou Checkman

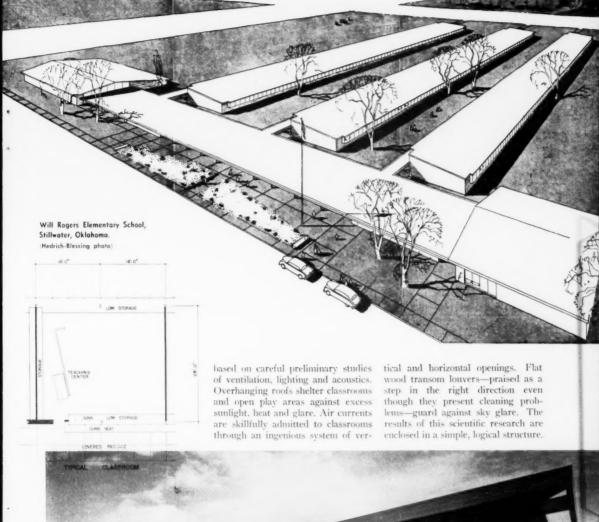


torium, gymnasium and cafeteria are convenient to both the classroom wings and to the entrance drive and parking area. They serve both school and community efficiently. It was assumed by the jury (and since verified) that the balance of the site, not shown on the plans, is to be used for school and community recreation. Wings and courtyards give shelter against the wind. In construction techniques as well, this school shows some noteworthy advances, particularly in a logical use of plastic skylights and in the choice of such easily maintained exterior materials as aluminum sash and porcelain enamel panels.

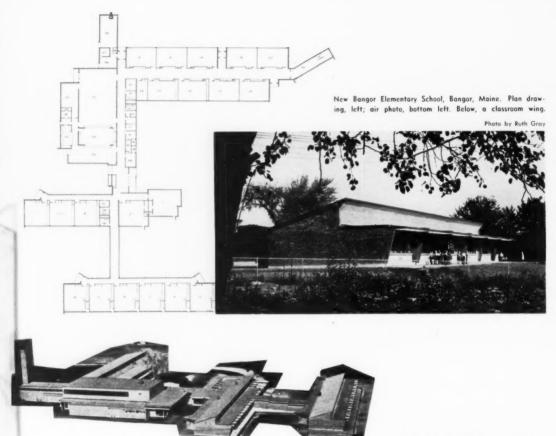
# Will Rogers Elementary School, Stillwater, Oklahoma; Caudill, Rowlett, Scott and Associates, Architects

The excellent regional character of this elementary school has been achieved by careful attention to climate control. The entire solution is





THE SCHOOL EXECUTIVE for APRIL, 1952



Its dignity, honesty and simplicity have been achieved at minimum cost.

standing achievement is its warm and friendly character.

Photo by Luther Phillips

#### New Bangor Elementary School, Vine Street, Bangor, Maine; Eaton W. Tarbell and Associates, Architects

This elementary school provides another outstanding example of good regional architecture—as different from the previous prizewinner as Maine is from Oklahoma. Its regional character is based on a skillful use of natural materials and appropriate colors used with a fine sense of scale and proportion. In plan, several wings are grouped together to form open courtyards that are partially sheltered against winter winds and snow drifts. Although all technical aspects of school planning have been thoroughly studied, this school's out-

#### Rosedale Road School, Colonial Heights, Yonkers, New York; Edward Fleagle, Architect

A logical, flexible plan, well adapted to both present and future needs, gave this elementary school a prize award. The centralized location of administrative and specialized rooms, which permits expansion of either classroom wing, is noteworthy. The interior relationship of these rooms and spaces and the traffic pattern which unites them is excellent. The building is also well related to its sloping site. Space, structure, materials, equipment are competently handled, Indoors and out, the building has a nice residential character.

#### Special Canadian Award and Honorable Mention

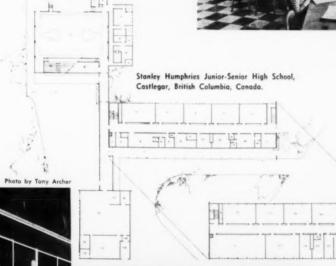
Stanley Humphries Junior-Senior High School, Castlegar, British Columbia, Canada; Sharp and Thompson, Berwick, Pratt, Architects

The logical overall relationship between the main elements of this junior-senior high school, its appropriate and economical structure and materials, and its excellent architectural character won it an honorable mention and a special award as the best competition entry from Canada. The jury questioned the lack of bilateral lighting for classrooms but felt that the combined natural and artificial lighting system employed was adequate. The organization of access roads could have been improved. They agreed, however, that this building makes a definite contribution to school design.



Rosedale Road School, Colonial Heights, Yonkers, New York.
Classroom, right.
Photos by Richard Garrison





Upper left area in floor plan contains stage destring rooms, lockers and showers, banker rooms, gymanium, bleachers and equipment storage. Center of floor plan includes classrooms, principal's office, counselor, medical, sick bay, and janitor's quarters, Bottom left includes shops, storage, drafting room. Bottom right has classrooms, home exonomics room, general science, bitchen, library and commans.

### Citations for Honorable Mention

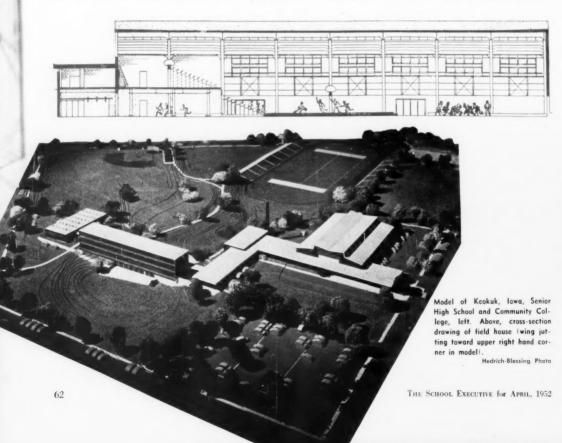
(In order of merit)

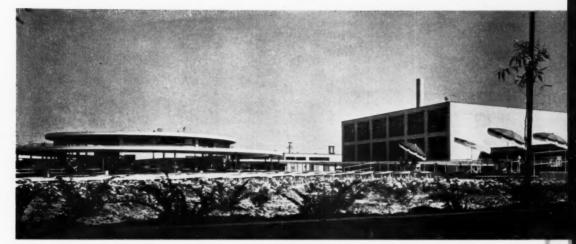
#### Senior High School and Community College, Keokuk, Iowa; Perkins and Will, Architects

Each building and outdoor activity element in this complex school plant has been well related to the others and to the site. Indoor and outdoor traffic patterns, orientation, lighting, materials and structure are outstanding. In detail, the structure and lighting system of the field house are excellent, the single-loaded corridors and bilaterally lighted classrooms of the central wing are well organized, and the future library and vocational art wings are to be well-proportioned, handsome structures. The jury was critical, however, of the small size of individual classrooms, of the number of stories piled up in the classroom wing, of the lack of sun-protection for classroom corridors, and of the location of the shops in the depressed area. They felt that the strength of this entry lies in its superb site planning, in its clean, contemporary design, and in its basic contribution to the planning of secondary school buildings rather than in detailed organization of its instructional areas.

#### Westchester High School, Los Angeles, California; Spaulding - Rex - Deswarte, Architects

The architects of this extensive school plant have used boldness and imagination in the design of its vari-





Westchester High School, Los Angeles, California. Left, circular cafteria building with outdoor dining pavilion.

ous elements. Emphasis on the natural beauty of structure and materials has been nicely balanced by spaciousness, comfort and a pleasant integration of indoor-outdoor areas. The overall plan is less inspired. Building elements seem somewhat crowded together; orderliness verges on unimaginative regimentation. This entry's strength, in contrast to the previous one, lies in its detailed organization rather than its site plan. Both, in their different ways, contribute to the advancement of secondary school planning.

#### Fallsburg Central School, Fallsburg, New York; Perkins and Will, Architects

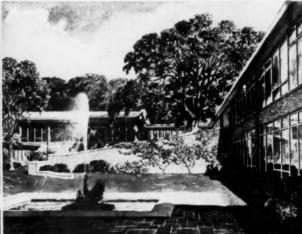
Both the overall plan and detailed design of this campus type school are noteworthy. There is a pleasant interrelationship between each element; a charming residential character to the entire group. Structure, materials, landscaping, are all well handled. Good advantage has been taken of the rolling site to provide proper orientation, light and air for instructional areas. Considerable ingenuity has been used in achieving various systems of bilateral lighting for class-

rooms. The chief weakness of the site plan lies in the use of separate bus loading stations for elementary and secondary pupils. The jury felt that since members of both groups would probably be carried in the same buses, an unnecessary and duplicative system of bus roadways and bus movements in and out of the site was implied. They also considered the location of the administrative and health rooms to be inconveniently remote, even though centralized. The combined exterior expression of these upper level rooms and the cafeteria

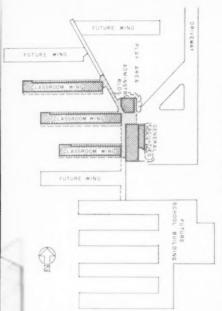
Two views of Fallsburg Central School, New York, as seen by artist. Left, auditorium entrance; right, an interior courtyard in the junior-senior high school quadrangle.

Hedrich-Blessing Photo





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below in a single glazing unit seemed inappropriate and overly monumental. One member of the jury suggested that if the high school library had been located near a public entrance, it could have also served the community after school hours. The effectiveness and maintenance of the recessed monitor was questioned for the climate of this region.

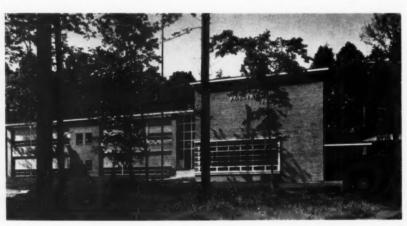
#### Carver Heights Elementary School, Columbus, Georgia; Aeck Associates, Architects.

The jury felt that this was one of the best "finger plan" schools entered in the competition. The California type open corridors, indoor-outdoor teaching spaces, and bilateral lighting achieved without complicated structural tricks are equally appropriate to Southern Georgia. Materials, structure and proportions were praised; a lack of visual control over the entrance area from the administrative offices was noted. The color photos of this school under construction show far more refinement of detail and spirit than the crude model submitted.

#### Falls Church Junior-Senior High School, Fairfax County, Virginia; Mc-Leod and Ferrara, Architects

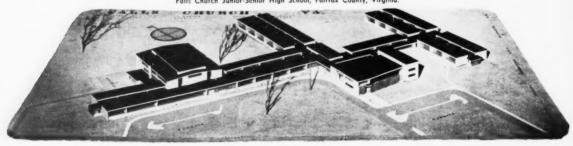
An excellent overall plan, with classroom groups logically related to other instructional areas, won an honorable mention for this entry. Building elements, site, and indoor-outdoor traffic patterns are all well handled. The jury was especially pleased with the way in which the gymnasium and its services were organized. The exterior character of the building is not as distinguished as its planning. Greater simplicity in mass and detail would improve the quality of its design.

"Finger Plan" won citation for Carver Heights Elementary School, Columbus, Georgia.



Rollingwood Elementary School, Chevy Chase, Maryland.

Falls Church Junior-Senior High School, Fairfax County, Virginia.





Home Economics Building, University of California, Davis.

#### Home Economics Building, University of California, Davis, California; Clark and Beuttler, Robert Evans, Architects

This specialized teaching unit has a structure and character that is clearly well adapted to the hot climate of central California. Its horizontal louvers and canopies and its vertical fins provide shade against heat and glare. Its structural system permits flexible rearrangement of interior space. The jury felt that this last element was especially valuable in view of the fact that the initial program, as indicated by the labeling of rooms and spaces, might be a faulty one. The classification of classroom groups did not seem to indicate a thorough grasp of the nature of homemaking instruction. The lecture room wing is well designed in itself but might have been more centrally located in relation to the classrooms. Despite these shortcomings, the building was considered to have distinguished architectural character.

#### Rollingwood Elementary School, Chevy Chase, Maryland; McLeod and Ferrara, Architects

This school is a compact, interesting and logical solution to a difficult site planning problem. The site is restricted in size and slopes steeply upward to the north. The rectangular school building has been planted parallel to the slope. The entrance driveway is at the lower level; the playground is at the upper level. Both floors of this two-story building are in contact with both ground levels. Throughout, this school has a sturdy, forthright character that reflects an



Artist's rendering of Hyde Park Elementary School, New York.

Hedrich-Blessing Photo



Artist's rendering of Langley-Bath-Clearwater High School, Bath, South Carolina.

intelligent handling of materials, structure and equipment.

#### Hyde Park Elementary School, Hyde Park, New York; Perkins and Will, Architects

The unusually efficient and compact plan of this school plant is the

result of careful study of a difficult, rolling site. The building itself is technically competent and well organized. Outdoor activity areas could be—and probably will be—better related to the various functional elements of the building. A pleasant residential character, expressed in appropriate materials, gives this project distinction.

# Columbus Elementary School, Columbus, Wisconsin; Weiler and Strang, Architects

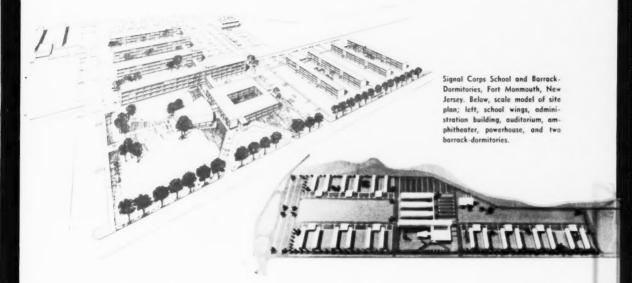
The architects of this school feel that southern sunlight should be carefully controlled so that neither heat nor skyglare penetrate the classrooms. They have expressed this belief in an interesting and handsome roof section. A sloping shed roof over the south classrooms of a double-loaded corridor terminates in a low band of horizontal louvers on the south and in a clerestory transom on the north. Corridor and north classrooms are flat roofed, with some borrowed light for these classrooms from the corridor. Administrative and special purpose rooms are grouped at the east end of the building. The exterior is simple, compact and well proportioned.

Columbus, Elementary School, Columbus, Wisconsin. Below, section through classroom wing; right, interior of classroom. Bottom, artist's rendering of building.









#### Langley-Bath-Clearwater High School, Bath, South Carolina; William G. Lyles, Bissett, Carlisle and Wolff, Architects

This high school plant shows a clean, logical organization of all teaching elements. In spite of the awkward shape of the site, outdoor space and traffic have also been well handled. The plan has been competently expressed in exterior mass and detail. This building is a definite conference of the second of th

tribution to secondary school planning.

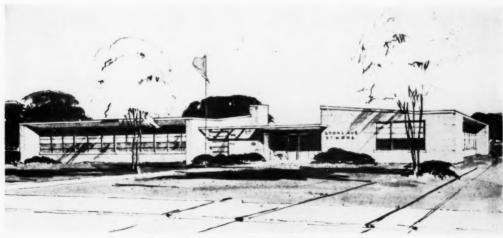
#### Lyons Avenue School, Lansing, Michigan; Warren S. Holmes Company, Architects

The smallest school plant receiving an award, this elementary school is distinguished by an extremely logical and compact plan. Its spatial organization is very competent, its

exterior is well proportioned, and its character is in harmony with its basic purpose. The jury felt that suitable recognition should be given to this excellent solution to an everyday problem in school planning.

#### Signal Corps School and Barrack-Dormitories, Fort Monmouth, New Jersey; Kelly and Gruzen, Architects

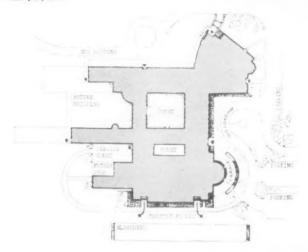
The jury considered that this



Artist's rendering of Lyons Avenue School, Lansing, Michigan.



Regional High School No. 4, Chester-Deep River-Essex, Connecticut. Artist's rendering, above; floor plan, below.



teaching unit had a very good solution within the limitations imposed by its overall relationship to an army post and to a specialized army educational program. The organization of the administrative wing, with its excellent grouping of administration, cafeteria, reference library, indoor auditorium and outdoor amphitheater is especially distinguished. The classroom wings were praised for their north-south orientation. The struc-

tural organization of all building elements and their interesting architectural character are a distinct achievement. The excessive horizontal and vertical circulation, the lack of adequate outdoor recreational areas within the school unit, and the fact that the entire teaching unit is surrounded by motor traffic arteries, all counted against this project but were considered pardonable in view of the requirements of the program.

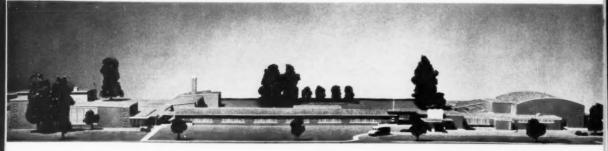
#### Mace's Lane High School, Cambridge, Maryland; Johannes and Murray, Architects

The functional interrelationship of the various teaching units of this combined senior high and agricultural school have been logically handled. Outdoor areas and approach roads are also well-organized. The exterior treatment with its blend of traditional and contemporary elements seemed less successful. In spite of this, the building has a sturdy character well-suited to its purpose.

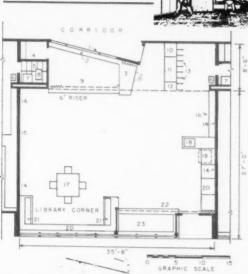
#### Regional High School No. 4, Chester-Deep River-Essex, Connecticut; Ernest Sibley and Ernest Sibley, Jr., Architects

An elaborate building program has been expressed in a series of one-story wings grouped around open courtyards. In spite of its size and complexity, this building group composes well. Some doubts were expressed as to the functional efficiency of the circular library and cafeteria. Those portions of the site surrounding the school plant seem to be unnecessarily cut up by access roads. This project was considered outstanding for its considered outstanding for its considerable exterior charm achieved by the use of appropriate materials and forms.

Mace's Lane High School, Cambridge, Maryland.



# Cited for Special Features



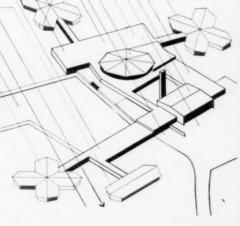
Salem Avenue Elementary School, Hagerstown, Maryland; Mc-Leod and Ferrara, Architects—"Commended for the design of an elementary classroom to meet the specialized needs of an activity program."

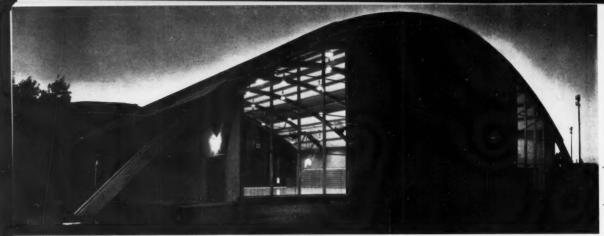
Scarsdale Elementary School, Scarsdale, New York; Perkins and Will, Architects—"Commended for an interesting and exploratory approach to classroom design and grouping." Below, artist's rendering of part of classroom cluster.

Hedrich-Blessing Photo











Alhambra Union High School, Martinez, California; John Lyon Reid, Architect---"Commended for a fresh and stimulating treatment of the physical education plant:" (Photos at left and above.)

Victoria Composite High School, Edmonton, Alberta, Canada; Dewar, Stevenson and Stanley, Architects—"Commended for a thorough study of organization and detail and for the effective housing of a very comprehensive program." Photos below: 1—food lab; 2—machine shop; 3—swimming pool; 4—backstage dressing room.



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# Notable Features of the Entries

OR some time now educators and architects have been extolling the virtues of the one-story school building. Judging from the entries in the competition, the typical building designed in 1951 was just such a structure. To be sure, several multi-storied buildings were included among the entries. A few of the buildings entered in the competition have as many as four stories, but they were exceptions to the rule. One-story buildings were the rule even on extremely rugged sites, where the ultimate in originality and creativeness of design was required to adapt such a structure to the terrain. The predominance of one-story buildings can be recorded as one of the outstanding characteristics of the entries.

#### Lighting

Emphasis on abundant natural light was another outstanding characteristic of the entries in the competition. Continuous fenestration seems to have been a "must" in the minds of most designers. Attention to lighting did not stop with the provision of large continuous windows. In most cases devices such as overhangs, baffles, and louvers for controlling glare and directing light were included as a part of building design. Numerous methods of clerestory lighting were used and skylights, including plastic bubbles, were evident in many structures. The use of directional glass block, while not a predominant feature, received consideration as a method of light control. There can be little doubt that the problem of getting the right kind and amount of light into classrooms exerted a powerful influence on the design of buildings. This is especially true, since multi-lateral lighting was the rule.

#### Heating and Ventilating

While technical data on heating

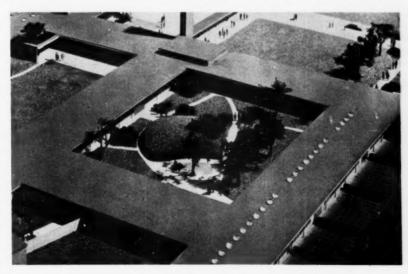
and ventilating systems were seldom given in detail, there was ample evidence to show that architects and educators had given a great deal of thought to the thermal environment desirable in school buildings. It is not possible to give statistics on various fuels and the types of systems used. It is possible to say that heating and ventilating was not an afterthought in the design of a majority of the buildings.

#### Acoustics

On the matter of acoustics, one generalization may be made: during 1951 a great deal of attention was given to the problems of sound control and to methods of sound control. Rare indeed were the buildings entered in this competition which did not show some evidence of this.

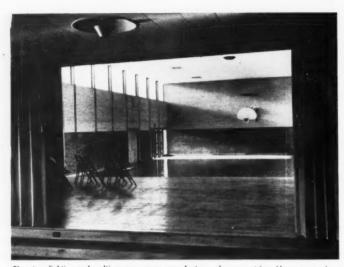
#### Flat Roofs

By far the majority of buildings



One-story buildings, flat roots, and plastic bubble skylights were noted among many of the entries. Right, detail from the model of the award-winning Lido Beach, School, Long Beach, Long Island, New York.

Photo by Marc Neuhol



Clerestory lighting and multi-purpose rooms were features of many entries. Above, gymnasiumauditorium seen across stage from cafeteria-commons room of New Bangor Elementary School, Bangor, Maine.

represented in the competition had flat roofs or roofs with comparatively little pitch. Parapet walls were conspicuously absent. The modern school building with its variety of sizes and types of spaces cannot easily and practically be fitted under the type roofs so common to architectural styles of the past. This is particularly true where various ceiling heights are required. The flat or comparatively flat roof does not have to follow any rigid pattern and therefore is more flexible than a roof designed to create the illusion of a Georgian or some other style building. If the entries in this competition are any indication, the flat, built-up roof is here to stay.

#### School Sites

Information given about school sites bears out the conclusion that in most cases the site was treated as an integral part of the school plant. A great deal of attention was given to the planning of walks, drives and parking facilities. Playground areas were so planned that they were convenient to classroom sections of the building. In many cases parts of sites were reserved for special purposes, such as nature study. From the standpoint of aesthetics as well as from the standpoints of light and sound control, landscaping received a great deal of attention.

More and more, it is becoming evi-

dent that school buildings may be oriented to any or all points of the compass if glare is controlled and if the heating and ventilating systems are planned accordingly. There was no such thing as a standard orientation for the buildings entered in this competition. Probably the east-west orientation for classrooms was most popular but that varied according to the section of the country represented and according to the controls for light and heat incorporated into the building design.

#### Single-Loaded Corridors

In comparatively recent years the single-loaded corridor has become more popular. While many of the buildings entered in the competition were planned along conventional double-loaded corridors, there seems to be a decided trend in the direction of rooms on only one side of a corridor. This trend was evident in buildings from all sections of the country. Open corridors covered by an extension of the roof slab were quite often found in buildings located in warm climates. In cooler climates, the single-loaded corridors were almost without exception enclosed. The liberal use of glass in the outside wall of enclosed corridors is common.

#### Master Plans

Striking evidence was offered that

the master plan idea has been taken seriously in the field of school plant planning. Even though several entries showed that only a part of a given plant had been constructed or was under construction, plans tended to show all contemplated stages of plant development. In other words, expansibility was incorporated into the original plans and designs. New buildings were planned in terms of housing a complete program of education.

Elementary schools included libraries, playrooms, arts and crafts rooms, lunchrooms and other special features, depending on the education program offered. Multi-purpose rooms occurred quite often, but the pattern of these rooms varied from building to building. It was obvious that many planners are not willing to accept the degree of compromise of program necessary when the multipurpose room serves as playroom and auditorium. Combinations such as playroom-lunchroom, lunchroom-library, or lunchroom-music room were used. Few formal gymnasiums were included in elementary school buildings.

Secondary school buildings offered more specialized types of space than did elementary school buildings. Even so, there seemed to be a trend toward planning for multiple use of space. Educators are beginning to see the fallacy in planning a highly specialized area which by its very nature is limited to use during a small portion of the school day.

#### Classroom Shape

If any trend in classroom shape could be discerned, it is toward the square. To be sure, many buildings with rectangular classrooms were shown, but even in these there seemed to be a tendency toward an increased width over that of the so called "standard classroom" of a generation ago. One interesting variation in classroom shape occurred in the form of hexagonal rooms for an elementary school building.

Interior plans, in general, indicated that a variety of types and sizes of storage space were to be included in classrooms. Plans for classroom equipment tended to be such that each room could become a flexible laboratory for learning. Movable cabinets, shelves, furniture and equipment were favored.

### CONTESTANTS

### in the

### Competition for Better School Design

- Aeck Associates, Atlanta, Georgia: Carver Heights Elementary School, Columbus, Georgia.
- Robert E. Alexander, Los Angeles, California: Baldwin Hills School, Los Angeles; Library Building, Orange Coast College, Contra Costa, California.
- Ashton, Huntress and Pratt, Lawrence, Massachusetts: Foster School, Tewksbury, Massachusetts.
- A. L. Aydelott and Associates, Memphis, Tennessee: Spring Garden High School, Bristol, Virginia.
- Merrill W. Baird, Glendale, California: Thomas A. Edison Elementary School, Glendale.
- E. L. Baker, C. W. Dingman, Leominster, Massachusetts: George Street School, Leominster; Leyden Elementary School, Leyden, Massachusetts.
- Joseph H. Baker and Associates, Newark, Ohio: Cherry Valley Elementary School, Newark; New Lexington Elementary School, New Lexington, Ohio.
- James J. Baldwin, Washington, D. C.: Mount Hope Elementary School, Calvert County, Maryland.
- Leslie N. Boney, Wilmington, North Carolina: Mount Olive Elementary School, Mount Olive, North Carolina
- Bowen, Rule and Bowen, Los Angeles, California: Herbert Hoover School, Indio, California.
- Bradley and Bradley, Rockford, Illinois: Fairview Grade School, Skokie, Illinois.
- Brender and Van Reyendam, Wayne, Michigan: Miller School, Sherwood School, Center Line, Michigan.
- Stanley Brown, Dallas, Texas: Canton High School and Elementary School, Canton, Texas; Chico Elementary School, Chico, Texas.
- Caudill, Rowlett, Scott and Associates, College Station, Texas: Will Rogers School, Stillwater, Oklahoma.
- Caudill, Rowlett, Scott and Associates, Perkins and Will, College Station, Texas: Norman High School and Municipal Auditorium, Norman, Oklahoma.
- Clark and Beuttler, Robert Evans, San Francisco, California: Home Economics Building, University of California, Davis.
- Pendleton S. Clark, Lynchburg, Virginia: E. C. Glass High School, Lynchburg.
- Frank Irving Cooper Associates, East Milton, Massachusetts: Jackson Street School, Northampton, Massachusetts.

- E. C. S. Cox, Toronto, Ontario, Canada: Royal York Road Elementary School, Etobicoke Township, Ontario.
- Davis and Foster and Truman J. Mathews, El Paso, Texas: Hillside Elementary School, El Paso; Valley Junior High School, Anthony, Dona Ana County, New Mexico.
- Russell Guerne de Lappe and Associates, Berkeley, California: Travis Air Force Base Elementary School, Suisun, California.
- Dewar, Stevenson and Stanley, Edmonton, Alberta, Canada: Victoria Composite High School, Edmonton, Alberta.
- Downie, Baker and Ahern, Halifax, Nova Scotia, Canada: Halifax High School, Halifax, Nova Scotia.
- Faulkner, Kingsbury and Stenhouse, Washington, D. C.: Potomac School, Langley, Virginia.
- Ferris and Erskine, Reno, Nevada: Reno High School, Reno.
- Edward Fleagle, Yonkers, New York: Rosedale Road School, Colonial Heights, Yonkers.
- Freeman, Hayslip and Tuft, Portland, Oregon: Baker High School, Baker, Oregon.
- Graham and Lans, Washington, D. C.: Kemper Elementary School Addition, Arlington, Virginia.
- Robert A. Green, Tarrytown, New York: Valhalla Junior High School, Valhalla, New York.
- D. H. Grootenboer, Williamsport, Pennsylvania: Theodore Roosevelt Junior High School, Williamsport.
- Haldeman and Jacoby, Brockton, Massachusetts: South Easton Elementary School, South Easton, Massachusetts.
- L. Alex Hatton, Orlando, Florida: Holden Street Elementary School, Orlando.
- Earl M. Hill, Dowagiac, Michigan: Glenwood School, Glenwood, Michigan.
- Warren S. Holmes Company, Lansing, Michigan: Lyons Avenue School, Lansing; Bryant School, Owosso, Michigan; Jerstad-Agerholm School, Racine, Wisconsin; Midland Avenue School, Rye, New York; Riverview Avenue School, Monroe, Michigan.
- Alfred Hopkins and Associates, New York City: Southeast Yonkers Junior-Senior High School Yonkers, New York.

- Louis E. Jallade, New York City: Searingtown Elementary School, Searingtown, Long Island, New York.
- Johannes and Murray, Silver Spring, Maryland: Avenel Gardens Elementary School, Silver Spring; Mace's Lane High School, Cambridge, Maryland.
- Donald S. Johnson and Harold L. Boutin, Washington, D. C.: Holy Redeemer School, Kensington, Maryland.
- William Arild Johnson and Harry E. Botesch, Everett, Washington: Lowell Elementary School, Everett.
- Robert C. Kaestner, Visalia, California: Vandalia Elementary School, Porterville, California.
- Kelly and Gruzen, New York City: Signal Corps School and Barrack-Dormitories, Fort Monmouth, New Jersey.
- Leslie H. Kemp, Brantford, Ontario, Canada: Oak Hill School, Brantford.
- F. Ray Leimkuehler, St. Louis, Missouri: Busch School, Dunbar Branch School, O'Fallon Elementary School, Robert Avenue School, St. Louis.
- William G. Lyles, Bissett, Carlisle and Wolff, Columbia, South Carolina: Langley-Bath-Clearwater High School, Bath, South Carolina.
- E. William Martin, Wilmington, Delaware: Wilmington Manor School, New Castle, Delaware.
- Ernest L. McCoy, Bakersfield, California: Jefferson School, Ford City, Taft, California.
- McLeod and Ferrara, Washington, D. C.: Falls Church Junior-Senior High School, Fairfax County, Virginia; McKinley Elementary School, North Arlington, Virginia; Rollingwood Elementary School, Chevy Chase, Maryland; Salem Avenue Elementary School, Hagerstown, Maryland.
- Albert E. Micklewright, Trenton, New Jersey: Fairless Hills School, Bucks County, Pennsylvania.
- Naramore, Bain, Brady and Johanson, Seattle, Washington: Clyde Hill School, Bellevue, Washington.
- O'Dell, Hewlett and Luckenbach, Detroit, Michigan: Vaughan School, Bloomfield Hills, Michigan.
- Raymond A. Orput and Associates, Rockford, Illinois: Burr Heights School, Rockford.
- Outcalt, Guenther and Associates, Cleveland, Ohio: Adams Elementary School, Hamilton, Ohio; Zanesville High School, Zanesville, Ohio.
- Raymond J. Percival, Hartford, Connecticut: Stafford School, Bristol, Connecticut.
- Perkins and Will, Chicago, Illinois: Fallsburg Central School, Fallsburg, New York; Heathcote School, Scarsdale, New York; Hyde Park Elementary School, Hyde Park, New York; Keokuk Senior High School and Community College, Keokuk, Iowa.
- Lauren V. Pohlman and Associates, Elizabeth, New Jersey: Charles H. Brewer Elementary School, Clark Township, New Jersey.
- William J. Provoost, Stamford, Connecticut: Milford High School, Milford, Connecticut.
- John Lyon Reid, San Francisco, California: Senior High

- School Additions, Alhambra Union High School, Martinez, California.
- Reisner and Urbahn, New York City: Lido Beach School, Long Beach, Long Island, New York.
- Arthur Rigolo, Clifton, New Jersey: Memorial School, Paramus, New Jersey.
- George F. Schreiber and J. L. Peterson, Los Angeles, California: Riviera Elementary School, Torrance, California.
- Ronald S. Senseman, Washington, D. C.: Wheaton Woods School, Montgomery County, Maryland; Eastern Suburban Junior High School, Silver Spring, Maryland.
- Sharp and Thompson, Berwick, Pratt, Vancouver, British Columbia, Canada: Expandable elementary school, British Columbia; Junior High School, Abbotsford, B. C.; Senior High School, West Vancouver, B. C.; Stanley Humphries Junior-Senior High School, Castlegar, B. C.
- T. Ewing Shelton, Fayetteville, Arkansas: Eureka Springs School, Eureka Springs, Arkansas; Green Forest Elementary School, Green Forest, Arkansas.
- Ernest Sibley and Ernest Sibley, Jr., West Hartford, Connecticut: Regional High School No. 4, Chester-Deep River-Essex, Connecticut.
- Spaulding-Rex-Deswarte, Los Angeles, California: Westchester High School, Los Angeles.
- Steinbaugh and Wheeler, Nashville, Tennessee: Mitchell Neilson Elementary School, Murfreesboro, Tennessee.
- Eaton W. Tarbell and Associates, Bangor, Maine: New Bangor Elementary School, Bangor.
- C. B. K. Van Norman, Vancouver, British Columbia, Canada: Mission Junior-Senior High School, Mission City, B. C.; Parksville Junior High School, Parksville, B. C.; Qualicum Junior-Senior High School, Qualicum, B. C.
- P. C. Van Nuys and Son, Jay C. Van Nuys, Somerville, New Jersey: Andover Township Elementary School, Andover, New Jersey; Newton High School, Newton, New Jersey.
- John Carl Warnecke, San Francisco, California: Mira Vista Elementary School, East Richmond Heights, California; Portola Junior High School, El Cerrito, California.
- Weiler and Strang, Madison, Wisconsin: Elementary School, Columbus, Wisconsin; Gratiot Grade and High School, Gratiot, Wisconsin.
- Wolf and Hahn, Allentown, Pennsylvania: McKinley School, Allentown.
- F. O. Wolfenbarger and Associates, Manhattan, Kansas: Lee Elementary School, Manhattan.
- William C. Wood, Corpus Christi, Texas: Charles H. Flato School Addition, Kingsville, Texas.
- Wright, Alderman and Martin, Chicago, Illinois: Warren Community Consolidated School, Lake County, Illinois.
- Frank Wynkoop, San Francisco, California: Lakeside Union Elementary School, Bakersfield, California.

### SPOTLIGHT

Colleges Collaborate on Teacher Training Program; Boy Scouts Launch Long Range Program; UNESCO Conducts Public Opinion Poll on Human Rights Declaration; Detroit Citizens Give Brotherhood Gift to Detroit University.

### AASA Holds First Regional Conference in St. Louis

The American Association of School Administrators played host to over 9,000 educators at its regional convention in St. Louis February 23-27. Men and women came from all parts of the United States to consider and discuss the conference theme: Leadership for an American Education.

The first general session of the convention took the form of a vesper service. The main address was delivered by the Reverend Arthur L. Miller of Montview Boulevard Presbyterian Church, Denver, Colorado. His topic: Religious Stewardship for Today's Children. At the second session, Frank L. Trotter, president of the National School Boards Association, set forth The Citizens' Obligation to Schools. Willard E. Givens, executive secretary of the NEA, speaking at the third session, discussed The Three R's and Today's Schools, and the Honorable Estes Kefauver, United States Senator from Tennessee, described Fundamentals for Tomorrow's Schools.

At the fourth general session, Virgil M. Rogers, superintendent of schools, Battle Creek, Michigan, placed emphasis on Administrative Leaders for Good Schools, while William F. Russell, president, Teachers College, Columbia University, identified and analyzed the Great Issues in American Education.

The Associated Exhibitors of 'the NEA presented the program of the final general session. Clifford M. Kelly, the Associated Exhibitors president, presented the annual Scholarship for Graduate Study in School Administration to Theos I. Anderson, a student at Columbia University, and the American Education Award for 1952 to Willard E. Goslin, chairman, Division of Educational Administration and Community Development, George Peabody College for Teachers, Nashville, Tennessee. Besides conducting the

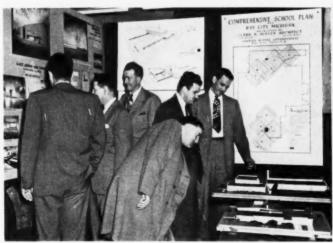
fifth session of the convention the Associated Exhibitors held their annual educational trade show featuring displays and exhibits of almost every type of school materials.

One of the convention highlights was the school building exhibit sponsored jointly by the AASA and the American Institute of Architects. At this exhibit educators and architects were able to study examples of better school building design from many

parts of the country. In a separate section the twenty-four winning entries from The School Executive Competition for Better School Design were displayed.

In addition to the general sessions, the discussion groups and the displays, there were numerous breakfasts, luncheons, dinners, teas and committee meetings sponsored by the various allied organizations represented at the convention.





Above: Administrators study building plans at the School Building Architectural Exhibit. Top picture: President Oberholtzer briefs discussion group and clinic chairman.

### Competition Winners Announced at The School Executive Breakfast

The winners of THE SCHOOL Ex-ECUTIVE'S two competitions, Better School Design and Community Improvement, were announced, February 25, at a breakfast given by THE SCHOOL EXECUTIVE in St. Louis. Up until the breakfast the judges' decision had been kept secret even from the winners themselves who knew that they had been selected for

speakers' table Mr. Cocking called on one guest at each table to introduce his fellow guest by name and title.

When Mr. Ford had described the objectives of the competitions, Mr. Cocking announced the names of the winning architects, schools and superintendents. Copies of the March issue of The School Executive containing the announcement of the

winners were distributed at the close of the breakfast. A reprint of the sixteen-page announcement was also circulated among the guests.

The chairman of the panel of judges in the Better School Design contest, Morris Ketchum, paid tribute to the high quality of the entries and pointed out the significant trends in school architecture as revealed in the contest.

Mr. Cocking presented scrolls to each winner present. The bronze plaques which the Award winners will receive will be presented at a later date at ceremonies to be held in each community having a winning

The winning entries in the Better School Design competition were displayed in an exhibit room adjacent to the main hall of Kiel Auditorium, AASA convention headquarters.



fied college graduates entering public school teaching, twenty eastern colleges have joined the Harvard Graduate School of Education in inaugurating a cooperative program for training elementary and secondary school teachers. The Fund for the Advancement of

Education is supporting the program with \$45,000 annually for three years to provide fellowships and \$33,000



Mr. Cocking presents the winners of both competitions to the guests at THE SCHOOL EXECUTIVE's breakfast in St. Louis.

Walter D. Cocking, chairman of the board of editors of THE SCHOOL EXECUTIVE, presided over the gathering of school administrators and architects who had come from many parts of the country. Seated with him at the speakers' table were Herold C. Hunt, superintendent of schools, Chicago: Lawrence Derthick, superintendent of schools, Chattanooga, Tennessee; N. L. Engelhardt, educational consultant, New York City: Prentice Ford, vice-president of THE SCHOOL EXECUTIVE: Morris Ketchum, architect, New York City: Virgil M. Rogers, superintendent of schools, Battle Creek, Michigan; Allen E. Bateman, state superintendent of public instruction. Utah: and

awards but did not know which ones.

Frank L. Wright, member of the After introducing the guests at the

board of education, St. Louis.



Superintendent McGehee and Mayor Seymour whose Lepanto, Arkansas, school was a Community Improvement winner are congratulated by Mr. Cocking,

annually for three years in support of instruction and administration.

The program provides for fellowships to enable graduates of the cooperating colleges to spend a fifth year of study at Harvard, leading to the degree of Master of Education (for elementary school teaching) or Master of Arts in Teaching (for secondary school teaching); an effort on the part of cooperating colleges to develop increased interest among their students in public school teaching as a career; and investigations within each college of ways of relating the undergraduate program and the graduate study of education.

Colleges cooperating in the program are Amherst, Barnard, Bennington, Bowdoin, Bryn Mawr, Colby, Colgate, Harvard, Haverford, Holy Cross, Massachusetts Institute of Technology, Middlebury, Mount Holyoke, Radcliffe, Simmons, Smith, Swarthmore, Vassar, Wellesley, Wheaton, and Williams.

### Are Our Children Being Shortchanged?

The March issue of The Elks Magazine presents an interesting article by Stanley Frank, entitled, Are We Cheating Our Children? Mr. Frank feels our educational system is in great danger because present facilities are utterly inadequate to meet present and future enrollments.

According to Mr, Frank's article four million children in the U. S. are not attending school because there is no room for them. Hundreds of thousands are attending classes in tents, sheds, basements, stores, churches, garages, trailers, storerooms and apartments. Thousands more attend school in structures that are outmoded or unsafe. In order to alleviate this situation to some extent, a minimum of 600,000 classrooms must be built in the next seven years.

### UNESCO Polls Public On Human Rights

UNESCO's Social Sciences Department has asked the World Federation of United Nations Associations to participate in a project on the evaluation and study of public reactions to the concept of human rights. This project will be carried out early in 1952 in three European countries. It is designed to test public opinion by a public opinion poll before and after, a campaign on human rights. At the Paris meeting of representatives of UNESCO, WFUNA and the World Association for Public Opinion Research, it was decided that the three university towns of Grenoble, France; Cambridge, England; and Uppsala, Sweden, would constitute ideal localities for conducting the campaign.

### Students Participate in Dedication Ceremony

When construction on the Alice M. Birney elementary school in Rivera, California, was completed, superintendent of schools Lawrence T. Magee and Arthur E. Mann of Daniel, Mann, Johnson and Mendenhall, architects and engineers for the school, arranged a novel student dedication ceremony which was highlighted by allowing more than 300 of the school's pupils to place their initials and handprints in the wet cement sidewalk laid in front of the school for the occasion. According to architect Mann, "their enthusiasm was boundless."

From a community standpoint the dedication ceremony was excellent public relations. Superintendent Magee reported that scores of parents in Rivera called his office to con-

### Paragraph of the Month

A good school seeks constantly to improve its services for children. This characteristic comprehends and includes the full scope of conditions and circumstances which make for powerful education in a country where the people choose to be free. A continuing program of curriculum development can be noted. The people of the community are active participants in school affairs. They understand the importance of good schools in a country conceived in liberty, and they tax themselves enough to continue the improvement of the school program. They not only give of their money; they give much of themselves as

Do We Have Good Schools Today? How Can We Tell? By Abel Hanson Pages 19-22

mend the idea which "humanized Rivera schools" and that many of them visited the school as a result of the publicity on the dedication.

The new school which houses children from kindergarten through the sixth grade is a single story



The puipls and architect Arthur Mann place their handprints and initials in the wet cement while Superintendent Magee directs the proceedings.

### Education—An American Heritage

W E, THE PEOPLE of New York State, believing in the equality of opportunity for all and realizing that education is fundamental to our democratic way of life, do hereby recognize and accept these basic premises:

- \*\*that every youth shall be afforded the opportunity to obtain at least a high school education;
- \*\*that every youth shall have the fullest opportunity for moral and ethical development in keeping with our American heritage:
- \*\*that every youth has certain needs and responsibilities that are common to all youth and to the perpetuation of our democratic society;
- \*\*that every youth, as a person of inherent worth, differs from every other young person in respect to health, mental ability, interests and background,

Since these premises are self-evident to those who have faith in our democracy, it becomes necessary that our high schools provide:

- \*\*a program of studies in general education that will insure the unity of our people for the common good;
- \*\*diversified experiences and educational services that will meet the educational, vocational and avocational needs of our youth;
- \*\*a variety of standards flexible enough to permit each to succeed according to his own ability;
- \*\*counseling that will help young people make intelligent choices beneficial to self and society;
- \*\*those services that will assist youth to be physically and mentally healthy;
- \*\*qualified teachers, extended research and expanded facilities to meet more effectively the changing demands on education.

Recognizing that the school is but one segment of our complex society requiring the full support of the community, we conceive it our duty as citizens of New York State to provide for the full support of these schools to guarantee each youth his American Heritage.

-Regents Council on Readjustment of High School Education

Credo adopted by the State Citizens' Advisory Council for the Readjustment of High School Education

plant with four class room wings with a total of 18 classrooms, a threeclassroom kindergarten building, a multi-purpose building and an administration and health unit. Special features include radiant heating, controlled lighting, acoustical tile ceilings and asphalt tile floors. Construction cost was \$579,000.

### NEA and ACE Members Collaborate on Pamphlet

The adoption of the new manpower policy to replace current selective service procedures is proposed in a newly published statement, entitled Education and National Security. The 60-page statement is the outcome

of six months' joint deliberation between the Educational Policies Commission of the NEA and the AASA and the Executive Committee of the American Council on Education.

The role of schools and colleges in aiding national morale, training citizens and civic leaders, and building bridges toward a more peaceful world is outlined in the statement. The importance of better coordination of the nation's need for college-trained specialists with the partially conflicting need for military manpower is analyzed and solutions to the problems are proposed.

Single copies are 50 cents each with a discount for quantity orders. They may be secured from the NEA, 1201 Sixteenth Street, N. W., Washington 6, D. C.

### Two Colleges Are Born

The Board of Regents of the University of Omaha has approved two new colleges—the College of Business Administration and the College of Adult Education. John Lucas is the dean of the new Business Administration College and E. M. Hosman, former director of the University School of Adult Education, is dean of the Adult Education College.

In accepting his appointment, Dean Lucas stressed that the change from a division to a college of business administration will not mean a change in program. Dean Hosman said that the new College of Adult Education will bring new educational opportunities, both formal and informal, to the adult citizens of Omaha.

### Cincinnati Children Learn About Trucking

Cincinnati schoolchildren are becoming not only highway safety-conscious but also highway transportation-conscious. When they see a
loaded trailer-truck traveling the
city's streets they can tell, in a general way, what the trucks are carrying, where they came from, where
they are going and why. They are
learning this information in school,
through "Workits," an audio-visual
educational tool obtained from the
American Trucking Association.

The "Workits" are three-dimensional cardboard layouts represent-



Fourth grade pupils at Schiel Public School in Cincinnati learn how and why trucks and trailers are useful in daily living.

ing a section of a typical city, on whose streets cardboard trucks and trailers can be moved to and fro, from docks to warehouses to retail stores.

With the approval of city and county school boards, all fourth grades in Cincinnati and Hamilton County, Ohio, public schools have been supplied with "Workits." The pupils assemble the scale models of 28 types of basic trucks and trailers and learn the principles of good driving manners by moving these models about the streets of the "Workits." From manuals that come with the "Workits," the pupils learn how trucks and trailers contribute to the business of everyday living.

### ASCD Members Confer in Boston

The impact of international tensions on children and the school program was one of the major topics of discussion at the Boston meeting of the Association for Supervision and Curriculum Development of the NEA. Approximately 1,800 educators, including school supervisors, directors of curriculum, school administrators, classroom teachers and teacher-training institutions attended.

Erwin D. Canham, editor of the

Christian Science Monitor, made one of the major addresses of the convention. His topic was "The Search for Peace." Other speakers at the various sessions included Harold

Taylor, president, Sarah Lawrence College, Bronxville, N. Y.; Virgil Rogers, superintendent of Battle Creek, Michigan, public schools; Willard E. Goslin, George Peabody College for Teachers, Nashville, Tennessee; J. Dan Hull, U. S. Office of Education; Roma Gans, Teachers College, Columbia University; Ethel Alpenfels, New York University; and Daniel Prescott, Institute for Child Study, University of Maryland.

### \$142,400 in Scholarships Offered by Lehigh

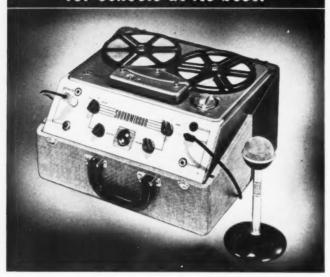
Lehigh University will offer to prospective freshmen candidates this fall undergraduate scholarships totaling \$142,400. The awards will fall into four categories: competitive regional scholarships, trustee scholarships, tuition scholarship loans, and special and endowed scholarships. Value of the awards for one year is \$35,600. Recipients of scholarship aid may have the award renewed provided a high scholastic record is maintained.

Winners will be selected on the



The unusual spacing of fluorescent lights in this Jamestown, N. Y., elementary school classroom makes maximum use of light from the windows and maintains 30 foot-candles of light on desk surfaces. One row of fixtures is 7½ feet from the window wall and the other is 3½ feet from the inside wall.

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### SPOTLIGHT

basis of financial need, character and personality, leadership qualities and participation in extracurricular activities, high scholastic achievement, and performance on the entrance examinations. Any well-qualified candidate needing financial assistance to attend Lehigh University is urged to enter the trustee scholarship competition in addition to any of the others.

Ten scholarships valued at \$3,200 each for four years of college work will be awarded on a purely competitive basis. Two scholarships are available in the New England states, two in the Middle Atlantic states, three in the southeastern states, and three at large. These awards are not given for financial need but rather for scholastic and leadership merit.

### Voice of Democracy Judges Choose Winners

The four co-equal national winners of the fifth annual Voice of Democracy contest who were chosen from twelve finalists among two million entrants are: Dwight Clark, Jr., 18, Fort Collins High School, Fort Collins, Colorado; Mara Gay Masselink, 16, Burlington High School, Burlington, Iowa; George A. Frilot, III, 17, Jesuit High School, New Orleans, Louisiana; and Thaddeus S. Zolkiewicz, 17, Canisius High School, Burfalo, New York.

The judges picked the winners after listening to recordings of the contestants voices which were identified by key numbers. The subject of the Contest, I Speak for Democracy.

### DAVI Conference Draws 2,000 Educators

More than 2,000 educators and persons interested in education attended the Boston meeting of the Department of Audio-Visual Instruction of the National Education Association. The meeting was scheduled by the Department of Audio-Visual Instruction, the Association for Supervision and Curriculum Development of the NEA, the Association for Student Teaching, the National Council for Elementary Science, the

National Council of State Consultants in Elementary Education and the John Dewey Society.

Howland H. Sargeant, assistant secretary, U. S. Department of State, made one of the major addresses. His subject was "Making Communication Effective in Our World Campaign of Truth." The keynote address of the conference was given by Harold Hand, professor of education. University of Illinois, who spoke on the relationship of audio-visual education to the total school program.

Other speakers included S. El Kassis, senior master of history and social studies, Ibrahimia Government Secondary School, Cairo, Egypt, and M. Ashraf, school inspector, Northwest Frontier Province, Pakistan.

### Lehigh Students Sponsor Conference on Religion

In order to focus attention on the meaning of faith, three Lehigh University student groups, the Hillel Foundation, the Newman Club and the Christian Council joined together to sponsor a six-day conference on religion. The conference held in March brought to the Lehigh campus as guest speakers outstanding religious leaders of all faiths. Twelve formal sessions were scheduled followed by informal discussions by dormitory, fraternity and town groups.

As an integral part of the conference a program of religious music of all faiths was presented at the closing meeting. William H. Schempf, associate professor of music directed the combined glee clubs of Cedar Crest College and Lehigh University.

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In a speech delivered at a meeting of the National Association of Secondary School Principals, Dr. Ralph W. McDonald, president of Bowling Green State University, Ohio, stated that the universal peacetime military training would have a devastating effect upon American higher education. Instead of UMT, he strongly urged

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Another outstanding example of school building design,

The Stockton School of East Orange, N. J., Emil A. Schmidlin, architect, featured in this issue, uses LARSON units.

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### SPOTLIGHT-

plan of selective service to maintain a powerful military establishment until the world threat of communism has definitely been overcome."

He further asserted that disruption of the lives of all young men for universal military training in peacetime would permanently and very substantially reduce college attendance, to the great detriment of the nation. As a result there would be fewer engineers, physicians, dentists, teachers. scientists and trained diplomats-a smaller number of trained people in every field of human affairs except that of the military establishment. "If UMT should be forced upon the country as a permanent peacetime policy, the effect upon the development of the nation would be tragic. It would eat at the very vitals of our national strength, and thus undermine even our military strength.'

### Professor Would Like To Be Superintendent

Is there in the United States today a superintendent of schools who would like to take a year off from his job to work toward his doctorate and take a crack at teaching educational administration at the same time? If there is such an administrator, there exists also a professor of administration, at present teaching at a state university, who would like to assume the duties of a superintendent of schools for a year in order to gain practical experience in administering a large school system.

Any administrator interested in such an exchange for the coming school year, 1952-53, should send a letter to Walter D. Cocking, chairman, board of editors, The School, Executive, 470 Fourth Avenue, New York, New York, Mr. Cocking will forward all letters to the professor in question.

### FPA Recipient Of \$355,000 Grant

The Fund for Adult Education has voted grants totaling \$355,000 for the new community development program of the Foreign Policy Association. The fund is an independent or-

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SPOTLIGHT

ganization established by the Ford Foundation. Two hundred and five thousand dollars of the money has been granted outright. The remainder has been offered on the condition it be matched by contributions from other sources.

The grants will be applied to a three-year \$600,000 expansion program for developing world affairs councils in cities across the country. Both the Fund for Adult Education and the Foreign Policy Association believe that public information on world affairs must become an effectively organized activity at the community level, since efficient handling of world problems can only be achieved through an understanding of the problems.

### Fifth of U.S. in School

According to a survey report of the U. S. Census Bureau, one-fifth of the country's population goes to school. The survey, made at the beginning of the present school year, showed that 30,500,000 persons between the ages of five and twentynine attend classes in a regular school. The figures for the 1950-51 school year were 30,100,000.

The grammar school population, from seven to thirteen, is 21,800,000, an increase of 600,000 over last year's figures. About 99 percent of the children in this age bracket go to school. The 376,000 World War II veterans in school this year represent only two-thirds of last year's total.

### **Kellogg Foundation Makes Grant to Canadian Group**

The W. K. Kellogg Foundation of Battle Creek, Michigan, whose aim is "to promote the health, education, and welfare of mankind, particularly of children and youth," has made a grant of \$231,000 to the Canadian Education Association which will carry out a five-year program designed to improve educational leadership and supervision in Canadian communities. The CEA will conduct the program in cooperation with the various de-



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Acres and acres of top-quality turf are kept velvet smooth with 36 Toro mowers at world-famous Boys Town, Nebraska. Harold W. Glissmann, Superintendent of Grounds, reports the job is done to perfection thanks to the rugged Toro tractor shown above—plus 5 Toro gang mowers, 7 power-driven, rotary-scythe Whirlwinds, and 24 Toro hand mowers.

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### SPOTLIGHT.

partments of education and the University of Alberta.

Basic to the program will be a series of three-week workshops or short courses for superintendents which will be held at the University of Alberta under the guidance of specially trained staff and consultants. The chief purposes of the project are: to clarify the functions of superintendents or inspectors of larger school areas; to work out practical solutions to problems now being encountered: to bring together a fund of knowledge and material based on Canadian experience in school administration and supervision; to encourage the establishment at the University of Alberta of a program of pre-service and inservice training in supervision and administration; to develop principles and procedures designed to improve Canadian school administration in

### Lumber Association Sponsors Essay Contest

The National Hardwood Lumber Association is sponsoring an essay contest for young people between the ages of 17 and 25 on the topic: Why We All Should Be Interested in Hardwood Lumber. The first prize for the best essay will be \$100; second prize will be \$50.00; third, \$25.00; fourth, \$15.00; and fifth, \$10.00. In addition the best essay will be published in the 1952 Yearbook of the National Hardwood Lumber Association.

All prospective contestants must register their intention to participate by writing a letter, postmarked not later than midnight, April 1, 1952, to Frank T. Jones, Secretary, Junior Conference, National Hardwood Lumber Association, Jones Lumber Company, Pence Building, Minneapolis, Minnesota.

### **Education Summary Ownership Transferred**

Education Summary, founded in Chicago in 1947, has been purchased by A. C. Croft, publisher of the Educator's Washington Dispatch and

### SPOTLIGHT

other educational news services. It is a report to educators of news and developments in government, administration, professional relations, teaching methods and problems, curriculum, guidance, religion, student activities, physical education and health; audio-visual, vocational and adult education, parent-teacher, school construction and equipment.

Educator's Washington Dispatch. the oldest of the educational services, is designed to serve school and college administrators. It has been issued from Washington, D. C. since 1945. The voungest of the services is the Teacher's Letter, a bi-weekly summary of teaching practices and bunian relations in the classroom.

### Yale Receives \$400,000 From Bodman Foundation

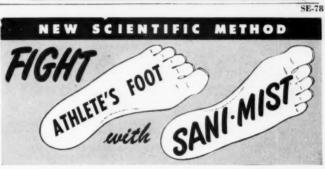
The Bodman Foundation, established by the late George M. Bodman in 1945, has presented Yale University with a gift of \$400,000. The gift will be used to establish a professorship of English literature bearing the name of George M. Bodman, 1905 Yale alumnus. Mr. Bodman died on May 6, 1950.

### **Kearney Named Editor** Of Midcentury Report

Nolan C. Kearney has been granted a six-month leave of absence from his duties as assistant superintendent in charge of research and curriculum in the St. Paul, Minnesota, public schools to go to Princeton, New Jersev, as consultant and editor of the report of the Mid-Century Committee on the Outcomes of Elementary Education. The purpose of the report is to bring together statements from various groups in the profession concerning the outcomes of elementary education. The Mid-Century Committee was set up by the Department of Elementary School Principals, the NEA, and the U. S. Office of Education Testing Service. It is financed by a grant from the Russel Sage Foundation.

Mr. Kearney has recently co-





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authored, with Robert Beck and Walter Cook of the University of Minnesota, The Elementary School Curriculum, to be published some time this year. The book is intended as a text for college classes in teacher education.

### Career Carnival Held at Michigan State College

More than 10,000 high school and college students from all over Michigan heard the latest on job opportunities at the third annual "Career Carnival" held at Michigan State College. About 70 of the nation's largest business, industrial and governmental groups sent more than 225 representatives with approximately 100 exhibits.

Started in 1950, the carnival is designed to provide an opportunity for students to get important answers to their questions about job possibilities.

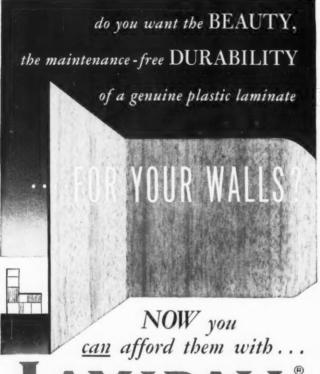
### Overseas Audio-Visual Jaunt for R. E. Brubaker

Robert E. Brubaker, director of overseas relations for Encyclopedia Britannica Films, has left for Europe to consult with leading audio-visual experts and government officials in England and most of the major continental countries. From London Brubaker will go to Paris where he plans to visit UNESCO headquarters to discuss utilization of EBFilms in the Fundamental Educational Centers and Technical Assistance Missions established by UNESCO in various world areas.

From Paris he will travel to Brussels, Amsterdam, Stockholm and Helsinki. The remainder of his intinerary includes Oslo, Copenhagen, Zurich, Munich and Vienna. He plans to return to the United States in May.

### Educational Possibilities Of TV Subject of Institute

One of television's outstanding personages, Oliver J. Dragon, was the main speaker at the Twenty-second



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They found much evidence of winter damage. Valleys between roof monitors and parapet had suffered from ice. A large depressed area held water inches deep causing roofing sheeting to rot out. Many coping joints were defective.

A condition which could have led to serious damage to roof and building interior, and ultimately required extensive repairs was caught in time and quickly remedied.

Depressed areas were levelled with a fill mix. Coping joints were raked out and pointed. Monitors were treated with a rust inhibitor.

The work, by a local contractor, was done under the instruction of the trained Tremco Man.

It's a wise precaution to find out now what this last winter has done to your roof. Call in a Tremco Man. There is

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### SPOTLIGHT

Annual Institute for Education by Radio-Television. His topic was The Cultural and Educational Possibilities of Television. Mr. Dragon, better known as Ollie, was introduced by his puppet friend, Kukla, Burr Tillstrom, puppeteer for the TV show, "Kukla, Fran and Ollie," was the voice for both Ollie and Kukla.

For the second year, the institute emphasized the growing importance of television as a medium for education on school, college and adult levels. Arnold L. Wilkes, director of public affairs and education for the Hearst Corporation, led a panel on education through commercial television stations. Group discussion on simple TV techniques for education was led by Edward Stasheff, station WNYE's television supvisor.

The purpose of the annual institute is to bring together commercial and educational broadcasters to help the two groups gain mutual understanding concerning problems related to educational broadcasting.

### Alcoholism-New EBFilm

The causes and treatment of excessive drinking are portraved in a new film, Alcoholism, a 22-minute educational motion picture produced by Encyclopedia Britannica Films, The film is designed to help focus interest on the tragedy of alcoholism, to change public opinion about it, to dispel some of the myths surrounding it, and to emphasize that uncontrolled drinking is an illness needing treatment just as any illness does.

It attempts to show how the roots of this illness are imbedded in personality difficulties often relating back to the formative years of the victim's childhood, and how it can be treated through psychotherapy.

The film is intended for high school health and hygiene, problems of democracy, and guidance classes and for college and adult levels and groups interested in public health. It was produced in collaboration with Selden D. Bacon, director of the Yale Center of Alcohol Studies, and Raymond G. McCarthy, executive director of the Yale Plan Clinic.

In the area of physiology the En-



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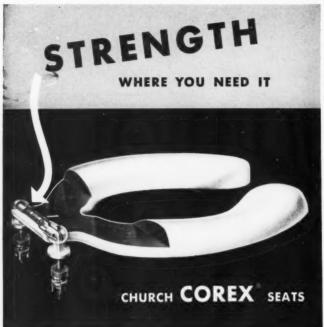
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### SPOTLIGHT.

cyclopedia Britannica Film Alcohol and the Human Body is closely related to this new release.

### Pamphlets of Interest NEA

Schools and the 1950 Census, NEA Research Bulletin, Vol. XXIX, No. 4, presents the latest population facts available that have special significance. Price: 50 cents.

The Assembly Program as a Learning Experience, The National Elementary Principal, Bulletin of the Department of Elementary School Principals, Vol. XXXI, No. 3, explores the possibilities of the assembly program, as a learning environment. Price: 50 cents.

#### U. S. Office of Education

State Provisions for Financing Public-School Capital Outlay Programs by E. L. Lindman and others, Office of Education Bulletin 1951, No. 6, from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. This bulletin reviews the whole issue of state aid for capital outlay and presents a detailed analysis of the state assistance programs in the nineteen states which have such provisions.

Environment and Health, Public Health Service Publication, No. 84, describes the relation of fundamental environmental forces to health and comfort of present and future generations. Price: 75 cents.

The Financing of State Departments of Education by Fred R. Beach and Clayton D. Hutchins, Office of Education Miscellany No. 15, is a report prepared with the cooperation of the National Council of Chief State School Officers on current practices of all states. Price: 45 cents.

#### Colleges and Universities

The School and Physical Preparedness by John H. Shaw, The J. Richard Street Lecture, University Press, Syracuse University, Syracuse, New York, emphasizes the role of school administrators in preparedness and the relationship between school and military preparedness programs: Price: 50 cents.

Looking Ahead for Casey County Schools. Bulletin of the Bureau of School Service, College of Education,



From



From
NEWSPAPER STORY

# The *Importance* of Films that <u>Really</u> Teach

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Enrico Fermi, noted nuclear physicist, as he appears in the EBF production Atomic Alert. Dr. Fermi helped develop this new film on civilian defense for school children.

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University of Kentucky, tells how the people looked at their schools, what they found and how they might improve the schools.

A Study of Some Opinions of High School Students With Regard to Teachers and Teaching, July, 1951, by Robert W. Richey and William H. Fox, published by the Division of Research and Field Services, Indiana University, Bloomington, is the report of a research study conducted to gather information for use in interesting better students to select teaching as a vocation. Price: 75 cents.

Growing Up in the 1950's, published by the University of Utah Press, Salt Lake City, is the report of a work-conference of Northwest elementary school principals which met June 17-29, 1951, to study and evaluate progressive teaching methods in elementary schools. Price: \$1.

Co-operative Work-Conference on State-Local Co-operation in Improving the Educational Program, a report published by the University of California, Berkeley, summarizes the program conducted by the university's School of Education with the cooperation of the National Council of Chief State School Officers, June 27-29, 1951, that brought educators together to study the problems encountered in developing cooperative programs.

.1 Study of Public Education in Massillon, Ohio, published by the Bureau of Educational Research in the College of Education, Ohio State University, Columbus, presents a comprehensive and panoramic view of the Massillon Public Schools with recommendations for their further development and improvement.

#### Science Research Associates

(The following publications are available from Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois)

Guiding Children's Social Growth (Better Living Series) by Ellis Weitzman tells how parents can help children in acquiring social maturity at home and how teachers can help at school. Price: 40 cents.

When Children Start Dating (Better Living Series) by Edith Neisser



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helps parents and teachers understand the stages boys and girls go through in learning to love others. Price: 40 cents.

Our World of Work (Life Adjustment Series) by Seymour L. Wolfbein and Harold Goldstein offers interesting facts about workers in the major occupational fields and presents data on trends for the future. Price: 40 cents.

Exploring Atomic Energy (Junior Life Adjustment Series) by John Llewellyn describes how a group of upper elementary grade school children learned about atomic energy. Price: 40 cents.

#### Women

Why Some Women Stay Single by Elizabeth Ogg, Public Affairs Pamphlet, 22 East 38 Street, New York 16, New York, discusses why some women do not marry and what they can make of their lives. Price: 25 cents.

Part-time Jobs for Women, Women's Bureau Bulletin, No. 238, U. S. Department of Labor, Washington, D. C., is a study of the part-time job situation in ten cities. Price: 25 cents.

The Outlook for Women in Social Work Administration, Teaching and Research, Social Work Series Bulletin No. 235-6, describes the employment outlook for women in areas of specialization within the field of social work and is concerned primarily with changes and trends. Price: 25 cents.

#### Boards of Education

1051-52 WNYE Manual, Board of Education of the City of New York, 110 Livingston Street, Brooklyn 2, New York, is a guide for teachers for a series of selected broadcasts.

Suggestions to Teachers of Experimental Core Classes, Board of Education of the City of New York, 110 Livingston Street, Brooklyn 2, New York, is significant because it is a product of classroom experience and a record of the experimental work of the teaching staff.

Whence and Where, the Little Rock Public Schools, Arkansas, is a report of what has happened to the



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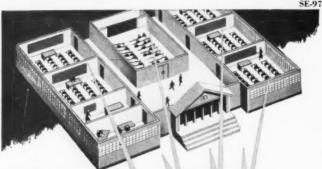


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### SPOTLIGHT

Little Rock schools during the past four years.

Professional Personnel Policies, the Public Schools of Lakewood, Ohio, is a statement of the policies necessary to serve as guides for action in facilitating good human relations.

Philosophy and Policies on Education in Pinellas County, Clearwater, Florida, is an account of the philosophy and policies adopted by the Pinellas County Board of Public Instruction.

#### Miscellaneous

.1dult Education by Laurence E., Tomlinson, published by Educational Studies, 231 S. E. 52 Avenue, Portland 15, Oregon, discusses the significance for a community of adult education.

A Junior High School Looks at UNESCO, prepared by the U.S. National Commission for UNESCO, is the story of a unit of school work on UNESCO developed at Alice Deal Junior High School in Washington, D. C.

Techniques of Discussion with Techniques by W. Russell Shull, published by National Forum Inc., Chicago, Illinois, was prepared to help teachers and student-leaders in their use of the books and charts of the National Forum Guidance Series.

Readings in Intergroup Relations by Helen F. Storan, National Conference of Christians and Jews, is a selective bibliography of useful materials in the intergroup relations field.

Forming Educational Advisory Committees, published by Missouri Citizens Commission for the Study of Education, Jefferson City, is designed to stimulate the organization of local advisory committees and to provide suggestions which may be of value.

A Calendar of Campus Activities by John H. McCoy, 1207 Louise Street, Santa Ana, California, contains day-by-day suggestions for a balanced program of public relations during the school year.

Building Bulletin, No. 6, Primary School Plans, Ministry of Education, London, England, concerns itself with the educational function of school buildings. 10,000 safe,
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### COMMUNIQUE

The present national emergency means new adjustments for schools. On this page, we bring you pertinent facts on critical issues and their possible effects.

#### REVISED STATEMENT

An early Defense Information Bulletin carrying a statement of priorities for educational construction has been revised and clarified.

The priorities for elementary and secondary school construction are now listed as:

- Continuation of construction of projects for which construction schedules have previously been approved.
- Authorization to commence construction of projects having a direct relationship to national defense, such as schools in critical defense housing areas.
- Authorization to commence construction to replace schools destroyed by calamity, or where an eviction notice has been received as a result of condemnation.
- 4. Authorization to commence construction to relieve overcrowding.
- 5. Authorization to commence construction which would improve instruction and operation efficiency or reduce the financial burden on the community (for example, consolidated rural schools).

The revised priorities for higher education and library construction are:

- Continuation of construction of projects for which construction schedules and supporting allotments have previously been apapproved.
- 2. Authorization to commence construction of projects which would have a clear and direct relationship to national defense (research projects which have the direct support of the Department of Defense and the Atomic Energy Commission, and facilities for train-

ing scarce technical and professional personnel, such as medical and dental schools).

- 3. Authorization to commence construction to replace facilities destroyed by calamity.
- 4. Authorization to commence construction to relieve overcrowded conditions (essential classroom, laboratory, and housing installations, and libraries, other than school or college libraries, in critical defense housing areas).
- 5. Authorization to commence construction which would primarily improve operating efficiency.

In both educational classifications, the applications for new starts are first classified as to urgency of need in terms of these categories. They are then screened with respect to the economical use of steel, copper, and aluminum consistent with sound construction standards before authorization to commence construction and allotment of materials is issued on Form CMP-13.

#### OIL FOR EDUCATION

A bill is currently being argued before Senators in Washington which, if passed, would mean a windfall for education. This is the proposed oil-for-education amendment, sponsored by Senator Lister Hill of Alabama and seventeen other Senators of both parties, which calls for the allocation of the revenues from the submerged coastal lands for primary, secondary, and higher education.

These coastal areas with their oil

and natural gas resources would earn the Federal Treasury about \$120 million a year, a figure that might be doubled within five years, some experts estimated.

Opposition to the amendment arises on two scores: that the coastal lands belong to the states, and that this might lead to a prolonged controversy and endanger passage of the bill of Federal aid for education.

Proponents of the bill maintain that the United States Supreme Court has, on four separate occasions, ruled that the coastal lands belonged to the Federal Government, that the oil-for-education amendment is entirely in accordance with our national tradition of devoting the proceeds of public lands to the support of education, and that the nation's schools are in dire need of financial assistance.

#### THIRD QUARTER

Steel, copper, and aluminum shortages are expected to continue through the third quarter of this year, making it essential that strict conservation measures be continued in the design and construction of elementary and secondary schools, colleges and libraries.

Application for critical materials to be used in the third quarter should be filed with the Office of Education on or before April 1. The Office of Education should receive the educational construction allocations for this quarter from the Defense Production Administration early in April.





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### Dear Dave:

As new hats rolled into the Presidential ring and investigations of corruption in government spread to the Department of Justice itself, the educational scene shifted to the Supreme Court chambers when two cases involving the principle of separation of church and state were heard.

From Hawthorne, New Jersey, came an appeal initiated by a mother of a high school student objecting to the law in that state requiring Bible reading in the public schools. This law makes it mandatory for the students to hear each day five verses from the Old Testament, and to repeat The Lord's Prayer. The verses are read without comment and pupils may leave the room during the exercises, upon request from their parents. Attorneys representing the New Jersey plaintiff described the law as "a legislative invasion in a field barred to the State by the Federal Constitution. When a state enters that field, it is establishing a religious service in public schools and becomes an 'engine of religion."

Attorney General Theodore D. Parsons of New Jersey argued for the defense that the law violates neither the religious freedom nor equal protection guarantees of the constitution. "It does not establish a religion, discriminate against any religion, interfere with freedom of conscience, prevent free exercise of religion or force any child to attend the Bible reading periods," he said.

The defense maintained that the Bible reading and prayer did not constitute a religious ceremony, but served the purpose of acquainting students with religious literature and religious practices with which they should be familiar as American citizens.

Justice Jackson, while admitting that "no person in our Western civilization can be educated without knowing something about the Scriptures," joined Justice Frankfurter and others in questioning the exclusion of other religious literature, such as the Koran and Talmud, with which the educated person might be expected to have familiarity.

The plaintiff's attorney called attention to the fact that all Christian religions do not have the same Bible and that all denominations do not repeat The Lord's Prayer in exactly the same words.

Immediately following the appeal from New Jersey came a case initiated by Mrs. Tessie Zorach and Mrs. Esta Gluck in the New York State courts. Their attorneys explained that these mothers are "not hostile to religion" but believe the released time program followed in New York City violates the Constitutional requirement of separation of church and state. Under that program, in force in New York State since 1925, schoolchildren may be released from classes one hour each week to receive sectarian religious instruction away from school property. The program is not compulsory. Children attend these classes on written request from their parents. Others remain in school.

Attorneys for the plaintiff protested that the released time system "causes the public schools to be used as a conduit for religious classes" and that the "powers of the state should not be used to help sects get children for their religious classes." The attorneys argued that the New York plan is essentially not different from the Illinois plan tested in the Mrs. Vashti McCollum case, in which the Supreme Court turned thumbs down on excuse to attend sectarian classes on school property.

The solicitor general of New York State, however, contended for the defense that the opinion in the McCollum case did not declare that all released time programs were unconstitutional. It denied that in the New York plan there is "any use of tax supported property or use of school funds, or solicitation by any religious groups on school property."

Observers predict from the questioning of the attorneys that the Supreme Court will hand down no decision on the New Jersey case, on jurisdictional grounds, and that it will declare the New York released time plan unconstitutional.

Data from the scores made by college students on the selective service college qualification test continue to be released from the Educational Testing Service at Princeton. One of the latest releases deals with the percentage of freshmen in each major field of study who achieved the passing score of 70 or more on the test. Freshmen engineers led all the rest. with 68 percent of those who took the examination getting under the wire. Majors in physical science and mathematics came next, with 64 percent of the freshmen qualifying. Freshmen in education, including physical education, rated at the bottom of the list, with 27 percent making the grade.

Regional classification of freshmen rated lowest those who were enrolled in educational institutions of the South Atlantic, East South Central, and West South Central geographical areas.

Satisfactory class standing and/or passing scores on the selective service test do not guarantee deferment, but qualified spokesmen predict that it will be granted at least through 1952-1953, unless some emergency not now anticipated arises.

Your Fellow Missourian

Les

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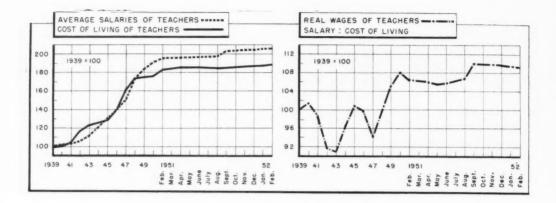
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### Teachers' Salaries and the Cost of Living

HAROLD F. CLARK, Economic Analyst Teachers College, Columbia University

HE INDEX of the real wages of teachers continues to decline slowly. In February, the index of the real wages of teachers was 109,2 (1939=100). The cost of living of teachers continues to rise faster than the dollar income. There are good grounds for hoping that this situation may change at least temporarily. Reports for a good many recent weeks show wholesale prices have been falling. Futures prices are substantially under what they were some weeks ago. The same is true for spot prices in wholesale markets. Unless there is a change in the policy of the Federal Government, wholesale prices should continue to decline somewhat further.

Consumers are well supplied with almost all kinds of goods and seem to be in no rush to buy at present prices. Inventories of wholesalers and retailers are large; inventories of manufacturers are close to an all-time record. Productive capacity is enormous in almost all lines. All these factors would normally tend to cause a lowering of prices. Unless the Federal Government embarks upon further large-scale expansion of the monetary supply, lower prices are definitely in order.

On the wholesale level, food and clothing prices and a large group of

miscellaneous items have shown a

Rent is still increasing and probably will increase for a long time, due to the fact that rents have been arbitrarily restrained and are still far out of line with other prices. The cost of housing construction shows no signs of turning down. Electricity, gas and other utilities which have been closely regulated, have risen very little in the last ten years. The pressure of higher costs is beginning to affect these industries and as a result, they are being allowed price increases. The cost of utilities will probably continue to rise for some time.

#### **Education Cost Rising**

As a total, however, the declining wholesale prices should ultimately bring about lower retail prices. This would be true if it were not for some special situations as far as teachers are concerned. Many of the special costs of teachers, such as the cost of education, did not advance greatly during the war and immediately afterward. Now some of these costs are beginning to show large increases. Advanced professional training is one of these items. Tuition costs are being raised all over the country. For this reason, the cost of living of teach-

ers may advance even after the general cost of living has gone down.

#### Teachers' Salaries Relatively Low

The relative index of teachers' salaries is still only around 72. This means that teachers' salaries have increased only 72 percent as much as all wages and salaries since 1939. The salary situation for teachers cannot be considered adequate until this index moves up to at least 100. All indications point to the fact that there are going to be substantial increases in the wages and salaries of large groups of workers in the immediate future. Unless teachers' salaries are further increased, they will get more out of line with other incomes.

Wage rates in other occupations have increased on an average of 18 percent since January, 1950. It is the general opinion that before the spring is over, the increase will be above 20 percent. Teachers' salaries, on the other hand, have increased only about half this much. Just as soon as possible, teachers' salaries should be increased another 10 percent to bring them back where they were in 1950 compared to other salaries. Over the longer period they should be increased 30 percent to bring them up to where they were in 1939.



THE RECENTLY completed Campus School is the latest addition to the facilities of St. Mary's College, Notre Dame, Indiana. It will serve the children of three neighboring parishes and will also serve as a "laboratory" school for prospective teachers attending this famous college for women established over a century ago by the Sisters of the Holy Cross. The building was designed by architect Francis W. Kervick, South Bend. The installation of Heywood-Wakefield furniture for the 13 classrooms was handled by The Potomac Engineering Corporation, Chicago, Ill., distributor for Heywood-Wakefield Company.

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#### The American School Superintendency

Thirtieth Yearbook, AASA National Education Association Washington 6, D. C. 1952 663 pp. \$5.00

A treatise on the public school superintendency, the thirtieth yearbook of the American Association of School Administrators reviews the history, scope, possibilities, and problems of educational administration.

Virgil Rogers, new AASA president and superintendent of schools in Battle Creek, Michigan, was chairman of the yearbook committee. The committee based its writings on research. The book provides facts on the characteristics, preparation, and functions of school administrators; consequently, it has practical value as a statistical reference.

More than a statistical profile is given, however, on this new profession of "spotlight, storm, and conflict." The pressures and tensions which called the superintendency into being and continually force its adaptation are discussed with understanding and vision. The superintendent's job is seen as a "constellation of problems" to be shared with his co-workers; the superintendent himself as a "catalytic agent initiating and facilitating community action. With such concepts as these, the book offers insight and orientation to school superintendents.

#### Citizens Workbook For Evaluating School Buildings

By Jack L. Landes And Merle R. Sumption William C. Brown Company Dubuque, Iowa 1951–39 pp. \$1.50

Here is a manual designed to help citizens evaluate school plants on a functional basis. The user is encouraged to view the plant in relation to the program of education considered

desirable for a particular community.

Space for scoring is provided. The scoring system culminates in a profile chart which provides a graphic picture of ten functional characteristics of the school plant.

### Primer on Communism

Freedom Pamphlet Series Anti-Defamation League of B'nai B'rith 212 Fifth Avenue, New York 10 1951 74 pp. 25¢

"To know one's enemy is the strongest measure of defense." To that end, this "book of definitions" offers a working knowledge of the history and features of communism.

#### **Education for Adversity**

By Julius Seelye Bixler Harvard University Press 1952 34 pp. \$1.50

Since adversity is bound to come to everyone, should not schools prepare youth for it? How can youth be prepared in advance for the touch of tragedy without dimming their faith that life is good? These are questions discussed in the latest Inglis Lecture, given at the Harvard Graduate School of Education.

#### How to Make A Citizens' School Survey

By Merle R. Sumption Prentice Hall Inc., New York 1952 192 pp. \$3.00

A timely and informative book written for use by educators and laymen. For superintendents and boards of education it offers a guide to the organization of a citizens' survey. For educators and laymen it offers guidance in actually carrying out a survey.

Each of the ten chapters is devoted to a specific phase of the citizens' school survey. From chapter one, which sets forth various ways of se-

lecting and initiating a central survey committee, to chapter ten, which deals with ways of developing and maintaining good public relations, the reader is carried through a logical series of steps. No one type of organization or procedure is recommended as the only way to carry out a survey. Instead, suggestions are given as to several patterns or procedures. Many excerpts from actual survey reports are used for purposes of illustration. A wealth of bibliographical material is suggested.

Those interested in the school survey will find this book a valuable addition to their libraries.—G.H.W.

#### Creative Leadership In Adult Education

By Paul L. Essert Prentice-Hall, Inc., New York 1951 333 pp. \$3.75

"An emerging form of adult education that is concerned with group objectives as well as personal growth" is defined and illustrated by Paul Essert, head of the Institute of Adult Education, Teachers College, Columbia. For students and workers in the field, the book offers a soaring concept of adult education and numerous practical suggestions for leadership,

#### Partners in Community Enterprise

By L. Warren Nelson American Iron and Steel Institute 350 Fifth Avenue, New York 1952 40 pp. Free

This booklet is one of the most refreshing and interesting pieces of material we have seen in a long, long time. Beautifully illustrated with cartoon drawings, written so that every word counts, it will prove irresistible reading. It is written for businessmen, but is equally useful for teachers and students. It packs a punch and conveys a realistic story. Use it.



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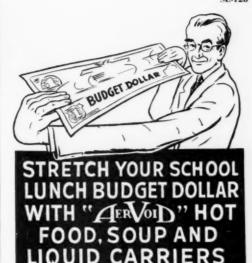
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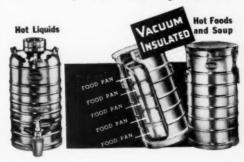
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### SCHOOL LUNCH

### What About the Personnel in Your School?

FEW PHASES of our educational program have grown as rapidly as school lunch. A short ten years ago many children were eating their noon-day meal in a converted hall at school, or perhaps on their desks in the classroom. Early departments operated on a concession basis and offered many a la carte items with little or no thought given to the educational potentials of the program.

Our training programs have not progressed as rapidly as our building programs. This is natural. It seems more important to get a roof over our heads than to learn how to prepare an adequate, well balanced meal efficiently-and at minimum cost. Supervisors have taken the school lunch personnel where they have found them and, with the facilities available, have attempted to meet their training needs. Problems are many and facilities and personnel for teaching limited. But through it all supervisors can now see their goals more clearly, view their techniques more objectively, and evaluate and plan for future work more intelligently.

#### Qualifications of Personnel School lunch personnel should have

at least the following qualifications:

1. A pleasant appearance and per-

- 1. A pleasant appearance and personality
  - 2. Clean habits
- 3. The ability to do a specific job or the ability to learn how to do it
  - 4. Good health
- 5. The ability to use hands and feet skillfully
- 6. The ability to work with people 7. Willingness to cooperate in
- training programs
  A manager should be able to:
- 1. Plan and develop the school lunch program
- 2. Establish duties and schedules of work for all employees and give instruction and supervision
- 3. Instruct and acquaint employees on school policies and practices

- 4. Plan menus
- 5. Order supplies
- Keep necessary records and financial accounts and submit necessary reports
- 7. Maintain desirable standards of operation and sanitation
- 8. Cooperate in school activities related to the school lunch program

#### Selection of Personnel

It has been stated that "Attracting a high type of personnel and placing them in the jobs most appropriate to their skills and personalities is a function so important that oftentimes the success of the enterprise hinges upon it."1 "Success" here means financial success, no doubt. School lunch programs are non-profit. However, because of that very thing, many persons are employed who would never be able to compete in the commercial field. Meals go out every day with the stock remarks, "What can you expect for 25 cents?" What we can expect for 25 cents depends almost wholly upon the people on the production line in our school lunch departments. We can go only so far in overall improvement of the programs, then we are stymied by a lack of ability in the personnel or a program for training them.

#### Training Personnel

There is need for more college courses in school lunch. Several colleges and universities now are offering a bachelor's degree with a major in school lunch. Others offer one or two courses as part of the work for a degree in home economics. Some institutions of higher learning are now offering a course in school lunch for all education majors.

The high school curriculum should offer training courses, too. These could be laboratory courses in the

<sup>1</sup> Personnel Management in Hotels and Restaurants. Donald E. Lundberg, Burgess Publishing Company, 426 South Sixth Street, Minneapolis, page 39.

### FLORENCE E. WAGNER

Director of Personnel Training School Lunch Program State Department of Education Tallahassee, Florida

school lunch department if the manager is qualified. More home economics departments could well offer a course in quantity foods production, using the school lunch department for the actual preparation of meals.

One of the biggest problems in finding trained personnel lies in the salaries we are able to offer. Some school boards expect school lunch departments to make enough money to pay all personnel. In urban areas where market facilities are good, vast numbers of children are fed, and trained help is more likely to be available, it is possible to pay personnel good wages. But the whole school lunch program is not going forward on such a basis. There should be salary schedules for all employees in all towns and rural areas in a county.

#### Experience Needed

The desired experience as stated in the School Lunch Policies and Standards for managers in large schools is: "one year as assistant manager, one year teaching experience in a related field; one year directed or apprentice experience approved by Southern and North Central Association of Colleges and Universities, State Boards of Education, American Dietetic Association, American Home Economics Association or National Restaurant Association."<sup>2</sup>

#### Innate Capacities

We cannot always employ the type of person who should have the job, because that person is not available in the community and the salary is not such as to attract outsiders. However, phenomenal progress has been

<sup>&</sup>lt;sup>2</sup> School Lunch Policies and Standards, Southern States Work Conference on Educational Problems, 1947.

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### SCHOOL LUNCH

made in securing capable employees, Part of this has come about through training programs. As the potentially capable but inefficient worker finds out what she should be doing, she seeks training or she willingly backs out to let a better qualified person take over. This has made administrators very training conscious. We are looking toward aptitude tests, mental tests and personality tests to help us choose the right personnel.

#### Home Responsibilities

This summer we trained several hundred school lunch personnel at state and county training programs in Florida. We found that if we tried to adapt our training program to little Mary's tonsillectomy, or Willie's arrival from California, or arranging for help for the invalid husband, or marketing the tobacco during that time, we would have no training program. Our school lunch employees are good, conscientious workers doing an excellent job. But their professional growth on the job will be always hampered if they are tied down too closely to home situations.

#### Health and Cleanliness

We need healthy, alert women in school lunch. It is hard work from both a physical viewpoint and emotional viewpoint. Most school lunch employees now have a Health Card as evidence that they have passed a physical examination.

As the National Sanitation Foundation has expressed it so aptly, "Sanitation is a way of life." School lunch employees must believe in the need for cleanliness and use good sanitation practices every hour of their day. Oftentimes in sanitation, it is the little things that count—the hands that are not washed after the use of a handkerchief, the hand that touches the hair before the cookies are rolled, etc. People who work with food must be just downright clean.

#### Character Rating

"She works in the school lunch department." What she does on duty and off either adds to the prestige of school lunch or detracts from it. Those of us in the field of education have certain responsibilities toward





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A new exclusive KIMLINE feature—an open front table with a "Contents Retainer Bar". Pencils and books do not fall out when the table is moved.

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BOX 411 - NEW CASTLE, PA.
FACTORY LOCATED AT VOLANT, PA.

### We have your new counter for quick delivery



#### ASSEMBLED ENTIRELY OF STANDARD UNITS



#### Speedy Feeding . . . Speedy Cleaning with





Folded for Storage. Easily opened or closed by one man. Pays for itself in labor-savings.

#### Makes Two Rooms Out of One!

Convert your Gym, Classroom or Corridor into a cafeteria in just a matter of minutes. Completely flexible, the portable models may be set up in any area.

#### Strong, Practical, Beautiful!

Chassis construction of 11/4" steel tubing gives maximum strength. Table top faced with beautiful tan linen plastic bonded to heavy plywood . . . aluminum trim. Enjoy greater capacity, perfect light reflection, less noise and confusion. Portables in 12 and 14 ft. lengths. Wall attached model in 8 ft. lengths.

Write today for complete information.

HALDEMAN-LANGFORD MFG. CO.

2580 University Ave.

St. Paul 4, Minnesota



#### SCHOOL LUNCH

leadership in the community. We need to be examples of what education can do. We need to help others to understand our program better and what we are trying to do.

#### Values of Good Training

It costs money to train, but it costs more not to. The results of training may be stated in a more or less clearcut fashion, remembering of course that certain intangibles cannot be included in such a listing:

- 1. Training increases the rate of learning. The trial and error method is slow but forceful
  - 2. The food and service are better
  - 3. There is less waste
- 4. Accidents are fewer and less serious
  - 5. Labor turnover is reduced
- 6. There is increased productiontime is found to make more quickbreads, prepare fresh vegetables instead of canned, etc.
- 7. Training prepares for advance-
- 8. All things being equal, training increases the possibility of greater earning power
- 9. Last, but far from least, training enhances the self-respect of employees, increases pride in the job and promotes the feeling of security

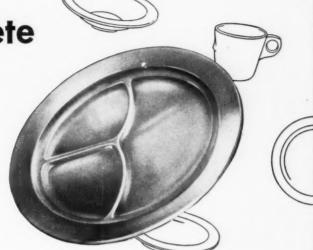
Demanding that people attend training meetings carries with it no assurance that the learning will be real or applied in the department back home. The desire to learn is determined by the learner's entire past experience, the way she looks at life, her values and personal adjustment and her general health. Motivation is sometimes difficult. This is especially true when the job is considered wholly as an economic necessity or when there is a feeling that there is little chance for promotion or higher wages.

When the training programs must of necessity come in the middle of the summer to obtain facilities on the college campus, for instance, many are forced to turn down summer jobs in order to be available at that time. In Florida, we insist upon attendance at a training program the first time. School lunch supervisors have learned that "for a thing unknown, there is no desire." Once school lunch

THE SCHOOL EXECUTIVE for APRIL 1952

**A Complete** 

Line ... without a Break



Mix or Match:

POWDER BLUE

GOLDEN YELLOW

SEA FOAM GREEN

TAWNY BUFF

STONE GRAY

FOREST GREEN

CRANBERRY RED







Not just a few pieces, but a complete line of dinnerware that is practically unbreakable. It's yours when you specify BOONTONWARE.



Twenty-three items right now, and more to come. Every piece a fashioning of Melmac® at its finest...
in style, weight, and durability.
And seven handsome colors to consider in building or accenting your decorations.





When you make the all-important dinnerware decision, choose a complete line.

Go all the way with BOONTONWARE, the Melmac line that has a piece for every food service need.

See your regular Supply House or write to us for the name of your nearest Dealer.



Boontonware complies with CS 173-50, the heavyduty melamine dinnerware specification as developed by the trade and issued by U. S. Department of Commerce, and conforms with the simplified practice recommendations of the American Hospital Association. Boontonware

fine dinnerware fashioned of MELMAC®

**BOONTON MOLDING COMPANY, Boonton, New Jersey** 



# was this slip necessary?

Mr. Brennan was 57 seconds late. Tucking his brief case under his arm, he

darted out into the highly waxed corridor, took 3 brisk steps and ZOOM! P.S. Mr. Brennan was 14 days and 57 seconds late

Polished floors don't have to be slippery. The files of the WALTER G. LEGGE COMPANY, INC. offer evidence that an intelligent System of Safety Maintenance can reduce slip-accidents by as much as 95%.

Here are a few examples:

Employees averaged 4 or 5 spills a week on the floors of a large company. Since the Legge System was instituted there have been only 3 falls in 5 years.

283 slip-accidents were counted in 40 months in a well-known institution. The LEGGE SYSTEM stopped such accidents completely.

#### FREE BOOKLET

Prove to yourself that floors can be both brightly polished and slip-resistant. Learn how the LeGGE System cuts material costs by 25% and labor costs by 50% in schools, office buildings, institutions, industrial establishments.

It's all there for you to read in the FREE, informative booklet "Mr. Highy



learned about Floor Safety...the hard way!" Just fill out and mail the coupon. WALTER G. LEGGE COMPANY, INC., 101 Park Ave., New York 17, N. Y. In Toronto, J. W. Turger Co. Branch offices in principal cities.

	Legge Co. Ind Ive., New York	
	d me a free, ur Mr. Higby	
Signed		
Firm		
Address		
City	Zone	State

#### SCHOOL LUNCH

personnel come, we usually have no worries regarding further attendance at training programs. Those of us responsible for training programs must keep them interested. We must impress them with the importance of the job to be done and persuade them that the new way is the better way.

In educating school lunch personnel, we are confronted with something which makes the average classroom teacher shudder and throw up her hands in despair. We have in many of our groups educational backgrounds ranging from fifth grade to master's degrees. Even though school lunch operation may be as new to one as to the other, what a difference in the way we would present it! Many techniques have been worked out by instructors to help this situation.

Every winter and spring we are confronted by probable post- and preschool training periods. The easy way out is to contact the good demonstrators, see what sanitation films are available, contact the local equipment supply house regarding the probability of a lesson on equipment use and from there on generally proceed as we did last year with slight variations, of course. Too many of our school lunch training programs are determined by what is available rather than what is needed. Here again we come to this stark fact: there is comparatively little to offer by way of good films or slides, good lesson plans all made out, good consultants all ready to help.

The real worth of our training programs will be determined by the extent to which we can avoid repetition. Dividing groups only on the basis of whether they have ever attended a training program before is not practical. The only real solution seems to be to offer courses in sequence determined by the needs of the group. The sequence should start with a general or "orientation" course and then be followed by such courses as record keeping, quantity foods production, nutrition, food purchasing, etc.

With better selection and training of employees will come still better meals. Food is important. It is sometimes said that "Meals need watching more than morals. On good meals, morals will improve."



At every strain-point extra strength and durability are built into HLD Floor Machines. There's plenty of power in the heavy duty motors...and all the power is put to work by the efficient transfer gear system. Yet self-propelling HLD Floor Machines are balanced so perfectly that they can be guided over the floor with one hand!

a "CUSTOM-BUILT"

Hn. Machines are available in six models with brush spreads from 11 to 19 inches. Just one machine...with easily interchangeable attachments... performs every floor maintenance job on every type of flooring.





# SPACE DOES "DOUBLE DUTY" WITH IN-WALL FOLDING TABLES & BENCHES

Accepted by school officials and architects across the country as a satisfactory and practical means of economizing in school construction. In-Wall units install flush with the wall of the activities room—roll out rapidly and easily to convert it for lunch hour use. Eliminate the need for separate lunchroom and table and chair storage space. If you are not thoroughly familiar with the many advantages of this equipment let us send you our catalog.

Schieber Sales Co. 12716 Burt Road Detroit 23, Michigan

In Canada
La Salle Recreations Ltd.
945 Granville Street
Vancouver, B. C.









SMALL-AREA BUILDINGS...

# Save 3/3 of Every Hour of Scrubbing Time

WITH A

### COMBINATION SCRUBBER-VAC!

Today, even buildings with but 2,000 to 15,000 sq. ft. of floor space can reap the labor-saving, cost-reducing benefits of combination-machine-scrubbing. Here's a Combination Scrubber-Vac, Model 418P at left, that's specially designed for such buildings. This Scrubber-Vac, which has an 18-inch brush ring, cleans floors in approximately one-third the time required with a conventional 18-inch machine and separate vac unit.

Model 418P applies the cleanser, scrubs, and picks up (damp-dries the floor) — all in one operation! Maintenance men like the convenience of working with this single unit...the thoroughness with which it cleans... and the features that make the machine simple

to operate. It's self-propelled, and has a positive clutch. There are no switches to set for fast or slow—slight pressure of the hand on clutch lever adjusts speed to desired rate. The powerful vac performs efficiently and quietly. (Powder dispenser is optional.) Compactly built, the 418P also serves advantageously in larger buildings for the care of floors in narrow aisles and congested areas.

Finnell makes Scrubber-Vac Machines for small, vast, and intermediate operations, and in self-powered as well as electric models. From this complete line, you can choose the size and model that's exactly right for your job (no need to over-buy or under-buy). It's also good to know that you can lease or purchase a Scrubber-Vac, and that there's a Finnell man nearby to help train your maintenance operators in the proper use of the machine and to make periodic check-ups. For demonstration, consultation, or literature, phone or write nearest Finnell Branch or Finnell System. Inc., 3104 East Street, Elkhart, Indiana. Branch Offices in all principal cities of the United States and Canada.

Conserve Manpower with Completely Mechanized Scrubbing

### FINNELL SYSTEM, INC.

Originators of Power Scrubbing and Polishing Machines



BRANCHES IN ALL PRINCIPAL CITIES

.. Also can be used

for dry work -- steel-

wooling, et cetera

# SCHOOL EQUIPMENT

SE-201

#### Rubberized Wainscoting

For Gymnasiums



Spongex Safety-Cushion Wainscoting has been developed to eliminate the hazard presented by hardsurfaced gymnasium walls of wood, plaster, tile, or masonry. This wainscoting consists of 3/8" plywood panels, each 2' by 6'. To the panel is bonded a ½" thickness (compressed from 5%") of rubberized curled animal hair upon which is bonded a 1/2" thickness (compressed from 34") of soft cellular rubber. Compression of the rubber to 25% of its thickness requires but 2-5 lbs. per sq. in. The 138 laminate of plywood, rubberized hair and cellular rubber is covered with supported vinvl sheeting. This is drawn over the sandwich and stapled to the plywood's back. Six 1" diameter holes in each panel provide air-relief porting necessary to the most efficient cushion action.

THE SPONGE RUBBER PRODUCTS Co., Shelton, Conn.

**Toy Patterns** 

SE-202

For Shop Classes

Six tov patterns, P1 and P2, for school shop classes may be had from the Educational Department of Stanley Tools, Each set has six patterns printed on 11 x 17 inch pages, complete with helpful hints for construct- Desk Unit ing, assembling and finishing. Instructions are easy to follow and the patterns are especially suited to beginning woodworkers.

Toys which may be made from the P1 patterns include fighting roosters, tumbling clown, paddle wheel boat, noise-making clacker, and a cradle. The P2 patterns feature a marble game, propeller toy, spinning clown, periscope, wren bird house, and dump

STANLEY TOOLS, EDUCATIONAL DEPT., New Britain, Conn.

Base Sprinkler

For Slow, Gradual Wetting



The Adamson Moving Sprinkler saves man hours by running up to 24 hours without attention, and cuts installation costs by requiring only one hose outlet each 400 ft.

Self-moving irrigation with the Adamson unit gives turf a slow, gradual wetting. Within the straightedged sprinkled swath, which can be up to 160 ft. in width, no dry spots are left and no puddles formed. The three iets hit every foot of grass repeatedly and in constantly changing combinations, as the circle of spray moves slowly and steadily over the area to be watered.

Adamson Sprinkler Co., 2228 Barry Ave., Los Angeles 64, Calif.

SE-204

Heights Fully Adjustable



The Penco-Desk is a new seating unit that is fully adjustable as to seat height, desk height, and distance between seat and desk top. It can therefore accommodate students of all ages up to and including adults. All adjustments can be made without tools or extraneous parts.

The seat is full swivel; the desk top may be inclined at any angle between level and 20°. Fold-a-way type of book ledge permits easy wrist movements in writing since there is no bothersome book ledge.

PENINSULAR MFG. Co., 1017 Cottage Grove St., S. E., Grand Rapids

7. Mich.

SE-205 16mm Projector Has Full-Fidelity Amplifier

The new Lite-Weight Model 60-4 16mm projector has all of the famous Victor features including safety film strips, dual-flexo pawls, 180 degree swing-out lens mount, large single drive sprocket, instantilt, finger-tip controlled rewind, and rewind, and safety film path.

VICTOR ANIMATOGRAPH CORP., Davenport, Iowa.

(Continued on page 116)

#### Downlight

SE-206

#### Suitable for Corridors

The new 2450 Downlight is an inexpensive incandescent unit especially designed for recessing into ceilings. Its low brightness and diffused illumination makes it ideally suited for corridors and similar locations in

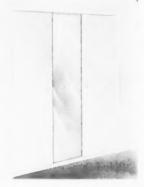
Requiring only 51/2" of space above the ceiling line, the 2450 Downlight can be fitted into a 10" square opening. Overall size of the unit including flanges is 12½" square. Interior and exterior finish is Pittsburgh's hot-bond white which has a minimum reflective value of 87%. An 81/2" square glass lens-panel, which



diffuses the light source, is mounted in a metal frame that hinges open easily for maintenance. Maximum lamp size is 150 watts.

PITTSBURGH REFLECTOR Co., 415 Oliver Bldg., Pittsburgh 22, Pa.

Closet SE-207 Has Full-Length Mirror



Provision for a full-length mirror is now available in the fixed center panel of the 6' master size Bi-passing closet front angle made by Virginia Metal Products Corp. The metal doors of this Bi-passing master unit are available either with the openback construction or with the recently developed flush-back design. The flush-back doors, 1" thick, are fully insulated and roll on special roller sheaves. An improved hold-down device includes a felt silencer for quiet operation.

Units come complete with all hardware. Frames and track are completely assembled with strongly welded butt joints. Standard frame thicknesses are available for all types of partition construction.

VIRGINIA METAL PRODUCTS CORP., 60 Hudson St., New York 13, N. Y.

#### Masonry Paint SE-208 Resists Alkali Attack

Paints made with a new synthetic, Pliolite S-5, are proving successful for exterior stucco and masonry. They resist attack by alkali, present in new stucco, concrete block, poured concrete, and similar masonry construction materials. They are also practically non - staining, remain white and attractive up to the time for repainting, and make repainting easy. In addition, industrial fumes are resisted and moisture is effectively held out. Even in hot, moist climates, Pliolite S-5 will not support fungus or mildew.

Produced in pastels and deep tone colors, as well as white, these paints will be available by spring.

The Goodyear Tire & Rubber

Co., CHEMICAL DIV., Akron, Ohio.



all-important part. They are designed and constructed for maximum visibility, and actually accentuate the beauty of exhibits. Furthermore, handling and theft as well as the ingress of dirt, vermin and moisture are reduced to a minimum.

"Time-Tight" cases are made in table, aisle, wall, corner, suspended and recessed styles, and in any practical size. If it is necessary to meet specific requirements, Michaels will build special cases to exact specifications. Innerlocking Frames, exclusive with Michaels; fully mittered intersections; no screws exposed on the face of frames, are a few of their outstanding features.

"Time-Tight" cases are used extensively in museums, art galleries, libraries, universities, colleges, schools, science laboratories, for industrial exhibits, and various related types of display rooms.

Write for fully illustrated literature.

#### THE MICHAELS ART BRONZE CO., INC. 243 COURT STREET, COVINGTON, KENTUCKY

Manufacturers since 1870 of many products in Bronze, Aluminum and other metals



# **CHEVROLET** School Bus Chassis

Chevrolet school bus chassis are built for safety plus savings. There is rugged strength in every solid inch of their channel-type frames... in their heavyduty axles, brakes, wheels and steering gear. There are savings in low initial cost, in low upkeep cost, and in Chevrolet's famed valve-in-head engine that delivers extra mileage for every ounce of fuel. Why pay more for less? Today's best buys are rugged, thrifty Chevrolet school bus chassis. See your Chevrolet dealer. . . . Chevrolet Division of General Motors, Detroit 2, Michigan.



#### SCHOOL BUS CHASSIS

#### 199-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 16,000 pounds, depending on tire equipment. Accommodates bodies of 42- to 54-pupil capacity. Chevrolet Loadmaster valve-in-head engine, 193 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. Twin-Action heavyduty rear brakes. Dual-Shoe parking brake.

#### 161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. Accommodates bodies of 30- to 36-pupil capacity. Chevrolet Thriftmaster valve-in-head engine, 176 foot-pounds torque (pulling power) under 35 m.p.h. governed speed. Twin-Action rear brakes. Dual-Shoe parking brake.

#### 137-INCH JUNIOR SCHOOL BUS CHASSIS

Gross vehicle weight, 7600 pounds. Accommodates bodies of 16-pupil capacity. Chevrolet Thriftmaster valve-in-head engine, 176 footpounds torque (pulling power) under 35 m.p.h. Proved dependable Double-Articulated brakes.





The new waterless Thurmaduke Controlled Heat Food Warmer has selective heat control in each section for keeping each food at the proper temperature for maximum flavor and minimum shrinkage. There is no water pan to breed germs and no steam to overload air-conditioning units.

The warmer is of all-welded steel construction with no cracks or crevices to harbor germs. The top plates are interchangeable, permitting any top arrangement desired. Adjustable feet assure solid footing on uneven floors. A wide range of models are made, from small buffet type warmers to complete cafeteria counters available for gas or electric operation. The units are completely insulated to reduce heat loss and keep rooms cooler.

DUKE MFG. COMPANY, St. Louis 6, Mo.

#### Chalkboard

SE-210

#### Eliminates Eye Strain

Rite Green Chalkboard made by The Tylac Co., is a yellow-greentinted board engineered for highest readability and lowest reflectivity.

Besides the paramount appeal of eliminating eye strain for students, this new chalkboard has strength and lasting qualities comparable to steel plate.

The company guarantees it against cracking, warping, bulging, crazing, or peeling for ten years of normal classroom use.

THE TYLAC Co., Monticello, Ill.

# Projector Stand SE-211 For Filmstrip Projectors



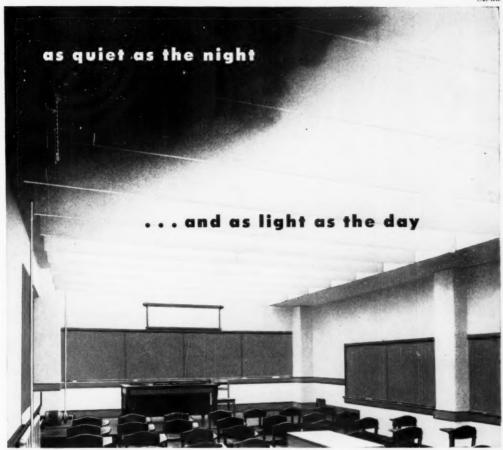
The Jack C. Coffey Co. of Chicago has built a projector stand exclusively for filmstrip projectors combined with a filing cabinet for filmstrips or 2" x 2" slides.

The projector stand is built around the Standard Filmstrip Library Plan cabinet which accommodates 270 filmstrips in individually indexed compartments or 1,152 glass slides (or 3,456 readymounts). One or more drawers can be fitted for slides, using lift-out, swing-out indexed plastic slide trays. This makes it possible to have a library of filmstrips or slides near the projector when they are used, safely filed, quickly accessible.

The stand is 35" high by 1634" deep by 15" wide plus the out-swing of the legs and casters. It is finished in silver grey hammerloid to match the cabinet. Four one-piece heavy steel angle iron supports run from the casters to the corners of the top shelf.

JACK C. COFFEY Co., 205 W. Wacker Dr., Chicago 6, Ill.







#### This New Light and Sound Conditioning System Will Give You the Most Modern Lighting Plus Efficient Acoustical Treatment At Low Cost

The Curtis Light and Sound Conditioning System provides quality, low brightness illumination and eliminates excessive sound reflections. The Lighting System consists of basic, extension, and wing sections which may be combined to accommodate any size schoolroom, office, auditorium or other interior.

The Sound System consists of vertical panels of high quality acoustical material with a high reflectance, flame retarding, washable finish. The acoustical panels are positioned between 96-inch T-12 fluorescent lamps.

Now you may have both fine lighting and sound conditioning at a low initial cost, low installation cost, low operating and low maintenance cost. Write today for further descriptive information.

CURTIS LIGHTING, INC.		
Dept. D27-05, 6135 West 65th St	reet	
Chicago 38, Illinois		
Name		
Company		
Address		
City	State .	

**CURTIS** 

LIGHTING, INC.

• Dept. D27-05 • 6135 West 65th Street, Chicago 38, Illinois

#### Scrubber-Polisher SE-212 Features Self-Tractable Wheels

New operational and structural changes have been made in Lincoln single disc scrubbing and polishing machines. Self-tractable wheels situated at the base of the machine raise automatically with a slight tilt of the handle. With wheels in "up" or "down" position, the operator can still roll the machine from one floor area to another. An adjustable clamp at the base enables the operator to lengthen or shorten the handle to suit

his stature and then lock in position.

Additional features include a new safety switch and special high torque, continuous duty, motor with factory lubricated sealed ball bearings.

LINCOLN-SCHLUETER FLOOR MACHINERY Co., INC., 1250 W. Van Buren St., Chicago 7, Ill.

# Drill Press SE-213 Offers Extra Capacity

The 18" drill press shown at the right offers extra capacity and rug-

SE-37

gedness for large jobs. It performs a wide variety of drilling and tapping jobs with greater ease and accuracy.

Some of the major improvements include: alloy steel spindle, larger in diameter, is precision ground to assure greater accuracy; permanently lubricated precision ball bearings sealed to safeguard against dirt and grit; precision bored bearing seats to provide perfect alignment; massive close grained head casting to eliminate vibration; depth stop; moorn mount with easy adjustments, etc.

mount with easy adjustments, etc. DURO METAL PRODUCTS Co., 2681 X. Kildare Ave., Chicago 39, Ill.





If you're planning new laboratory furniture and equipment for your science rooms next fall—right now is the time to place your order. Right now Kewaunee is in a good position to handle your needs—and to assure you delivery before the fall term begins. Later, we may not be able to give you this assurance.

As a friendly Kewaunee service to you, we urge you to anticipate your laboratory requirements now, and be *sure* of fall delivery.

Write us today for a free copy of our catalog of Scientific Laboratory Equipment.

Kewaunee will exhibit at A.A.S.A. meeting — Boston, Apr. 5-9.



V Packing SE-214 For High, Low Temperatures



Flexrock Continuous-Vee Packing is furnished in sizes from ½" to 1", by 1/16" increments. Packing size is the only dimension that need be given when ordering, as the user cuts his own rings on the job to fit specific rod and stuffing box dimensions. It thus eliminates the need for stocking a number of different sets.

Two styles are available: No. 2005 of asbestos cloth and neoprene, recommended for high temperature service on hot oil pumps, etc., and No. 2008 for lower temperatures. The latter is made of cotton duck and neoprene.

FLEXROCK Co., 3670-B Cuthbert St., Philadelphia 4, Pa.

# Here's three-way help for educators with an RCA School Sound System



#### 1. Helps in administration

RCA Sound gives you instant voice contact with any or all classrooms. Less lost time. Fewer assemblies. And complete coverage for vital instructions in emergencies.



#### 2. Helps in teaching

RCA Sound brings the whole world of drama, music, and history into the classroom. Students learn faster because sound makes the subject more interesting.



SOUND PRODUCTS

RADIO CORPORATION of AMERICA

ENGINEERING PRODUCTS DEPARTMENT, CAMDEN, N. J.

In Canada: RCA VICTOR Company Limited, Montreal



#### 3. Helps in student activities

RCA Sound gives students a new medium for group activity. Plays, debates, round-table forums...all these and more are possible via an RCA Sound System.

#### For this 3-way help, look to RCA Sound

Put in the best when you put sound in your school. Put in RCA... world leader in sound. Every RCA System is tailor-made to your requirements. Central console is "unit-built" for flexibility, for easy expansion later. Conforms to rigid standards of U.S. Office of Education and Radio and Television Manufacturers' Association. Entire system is backed up by RCA... with service available from RCA Service Company, if desired.

Send coupon for Sound Survey . . . now

Came	len, N. J.	
	Without obligation, pleas school (as checked below	
	☐ Grammar School ☐ High School ☐ College	☐ 5 to 10 rooms ☐ 10 to 50 rooms ☐ Over 50 rooms
NAME.		
TITLE,		
SCHOO	DL	
ADDRI	FSS	
CITY		STATE

#### **Unit Heater**

SE-215

#### Can Be Wall Recessed

A new model De Luxe Unit Heater with front outlet is available when extremely quiet operation and attractive appearance is important. The front outlet feature enables the unit to be recessed into walls.

This unit is noteworthy for its extreme flexibility. It incorporates a universal coil for either steam or hot water application. In addition, the coil is positioned so that piping can be brought in from either side of the



unit. The heater is also equipped with an adjustable pitch motor sheave

to meet varying CFM requirements.

The unit is constructed of heavy furniture steel and is finished in satinsmooth tan, baked enamel. Its attractive appearance enhances the setting in any application.

HERMAN NELSON DIV., AMERICAN AIR FILTER CO., INC., Moline, III.

#### **Adding Machine**

SE-216

In 8-Column Model



A new electric adding machine has been added to the line of Underwood Portable Typewriters and Leader Adding Machines.

Known as the Model 78, this new Leader Adding Machine is available in 8-column totalling capacity.

UNDERWOOD CORP., One Park Ave., New York 16, N. Y.

#### Hand Loom

SE-217

Mixture of Yarns Can Be Used



The Loomette King, a small hand loom which can be used for weaving afghans, stoles, and place mats, is available from Loomette Studios.

The loom features the Magic Tension Control which permits the use of yarns requiring varied tension adjustments in the same article. Thus, a table mat may be made using rayon yarn, metallic, and linen threads in just one operation.

Panels made by the Loomette King are 12½ x 18".

LOOMETTE STUDIOS, Rm. 803, 1401 W. Eighth St., Los Angeles 17, Calif.

SEAL.O.SAN



Seal-O-San on the University of Omaha gym
— one of 6,800 schools now using Seal-O-San

# MEANS SURE FOOTING NON-SLIPPERY - DURABLE - ATTRACTIVE

WHY DO the great players, like George Mikan, and leading coaches, like Adolph Rupp, prefer and recommend Seai-O-San? Because only Seai-O-San has proved itself best in these vital features.

1. It is slipproof. 2. It has a glareless surface. 3. It is easy to apply. 4. It resists chipping and scratching. 5. The surface wears longer because the seal is bonded to the wood. 6. It is easy to maintain. 7. It resists rubber burns. 8. Expensive refinishing is seldom required.

Add them up . . . see what you gain and how much you save. Then you, too, will switch to Seal-O-San for a safe, beautiful, long-wearing finish.



makes

fast

plays

click

Please send Seal-O-San Coathes
Digest. Free to coaches. Others send 25c handling
lee. More facts about Seal-O-San Gym Floar

Finish.

ADDRESS

TY STATE



HUNTINGTON LABORATORIES, INC.

Huntington, Indiana & Toronto, Canada

Maintenance Superintendent M.R.K. reports-

# "we SAVED 68% on man hours with Aluminum Alloy TO GET UP IN THE "UP-RIGHT" SCAFFOLDS AIR & ROLLWITH

NEW, FASTER, SAFER WAY THE JOB

M. R. K. adds . . . (Name on request)
"Our overhead building and classroom maintenance is accomplished more efficiently and in far less time, thanks to Up-Right's mobility and rapid as-sembly!"

> School officials and maintenance superintendents report that savings on even single installations or maintenance jobs more than pay for UP-RIGHT SCAFFOLDS! Rolled easily from position to position. Stronger than structural steel yet one third the weight. No wrenches, wing nuts, bolts or loose parts.





Write for Descriptive Circular

UP-RIGHT SCAFFOLDS DEPT. 132 - 1013 PARDEE ST. - BERKELEY, CALIF.

FACTORIES: Berkeley, Cal. . Teterboro, N. J.

OFFICES IN ALL PRINCIPAL CITIES

Mobile TOWER SCAFFOLDS

ly 1 to 15 minutes to creet. Available in de-sired number of 6 ft.

platform.

#### SE-218 Tape Recorder User Supplies Amplifier, Speaker



The new Model PT-121 completely portable, professional quality tape recorder is designed for operation with the user's own audio amplifier and speaker. The unit includes tape-Master tape transport mechanism and matching self-powered pre-amplifier with push-pull supersonic bias-erase oscillator, fully wired and ready to plug in. When combined with any high grade audio amplifier, it provides a complete high fidelity tape recording and playback system at low cost.

The tapeMaster unit operates at the RTMA standard tape speed of 7.5 inches per second; one full hour of recording. For 105-125 volts, 60 cycle AC. Available also in 110 and 220 volt, 50 cycle AC. TAPEMASTER, INC., 13 W. Hub-

bard St., Chicago 10, Ill.

SE-219 Geiger Counter Accurate, But Low in Cost



Model 107 Professional is a new Geiger Counter designed for accuracy yet selling for a much lower price than expensive laboratory models.

It has a three range meter, a neon flasher and earphones as means of indication. It has ranges of 0.2, 2.0 and 20 milliroentgens per hour full scale and is accurate within 10% on all ranges. It is completely waterproof. A calibration control is provided on the top panel and a calibrated radioactive sample is supplied making it possible to calibrate the instrument in the field.

PRECISION RADIATION INSTRU-MENTS, 4113 W. Jefferson Blvd., Los Angeles 16, Calif.

### Food Portion Control SE-220





Food portion control is made easy with the new scale shown above. It has a 1 lb. capacity and is both sensitive and accurate. The dial has a clear, easy-to-read table of food costs. With the weight and cost per lb. of a portion known, it instantly shows the cost per portion.

Simple instructions for maintaining a 40% food cost are also printed on the face. The dial turns easily by means of a knob to permit "zeroing out" the weight of container. Finished in blue and white enamel with a stainless steel platform.

EDWARD DON & Co., 2201 S. La Salle St., Chicago, Ill.

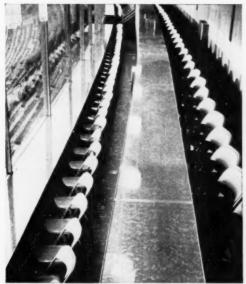


FREE CATALOG

Write today for Wood-Metal's comprehensive catalog, Learn how

Gostains, Forc. 101 PARK AVE., N. Y. 17, N. 1

Wood-Metal equipment can easily fit the budget needs of your plants



Stadium Press Box, Ohio State University, Columbus, Ohio



Auditorium, Memorial School, Hull, Massachusett

In America's Leading Schools And Colleges

# Samson Folding Chairs

Are First Choice for Low Cost and Long Life!

Scores of School Seating Problems Solved by These Fine Folding Chairs...Specially Posture-Designed for Comfort

You can provide comfortable, low-cost seating for every school requirement with famous Samson Folding Chairs. They are America's Number One Public Seating Buy for classrooms, auditoriums, lunchrooms, gymnasiums and other places of assembly.

Samson chairs take the roughest handling because they are made of electrically welded tubular steel stronger than required by the U. S. Bureau of Federal Supply! They're cross-braced for extra stability. Safety-guard folding hinges protect hands and fingers. Posture-designed backs and wide roomy seats provide extra comfort. Bonderized for weather resistance, Samson chairs are finished in chip-resistant baked enamel.

**Leading Users Choose Samson:** 

Denver University, Denver, Colorado; Avon High School, Galesburg, Illinois; St. Agatha's Catholic School, Milton, Massachusetts; Board of Education, Prince Georges County, Maryland; E. I. DuPont de Nemours & Co., Wilmington, Delaware; Hotel San Carlos, Pensacola, Florida; Corning Glass Works, Troy, New York; Columbia Broadcasting System, Studio 21, New York City.



Strong Enough To Stand On!

THERE'S A SAMSON FOLDING CHAIR FOR

Shwayder Bros., Inc., Public Seating Division, Dept. G-3, Detroit 29, Mich.
ALSO MAKERS OF FAMOUS SAMSON FOLDAWAY FURNITURE FOR THE HOME AND SMART SAMSONITE LUGGAGE FOR TRAVEL

### FREE TRIAL OFFER FOR SCHOOL OFFICIALS!

Test The Famous Samson Series 2600 Folding Chair Right In Your Own Office!

· Examine this great new chair at your convenience! See how it can help you provide comfortable, economical seating for your school. Write us on your letterhead, describing your seating problem. We will send you, express prepaid, for examination right in your office, the Samson series 2600 folding chair-America's Number One Public Seating Buy! No obligation! Special low prices on quantity purchases. Ask your Samson distributor for quotation, or write direct.



# Pipette Washer Basket SE-224 Pipettes Cannot Break

A new basket for the Fisher Pipette Washer replaces the previous pipette holder. The stainless-steel basket supports pipettes for storing, washing, rinsing, and transferring. There is no possible chance for the pipette to protrude beyond the sides of the holder to be chipped or broken while being washed. The basket is a slightly tapered cylinder, four inches in diameter at the top. The bottom is heavy mesh screen.

The Improved Fisher Pipette Washer has a glass cleaning chamber with an integral automatic syphon. It is used for the flushing and rinsing steps; soaking and cleaning are done

in a separate jar. The washer occupies only one square foot of space and can be set up in a corner of the sink.

FISHER SCIENTIFIC Co., 717 Forbes St., Pittsburgh 19, Pa.

#### Vise

SE-225

#### Meets Numerous Woodworking Needs

The Versa-Vise can be used in practically any position. It can be turned a full circle, whether mounted in the vertical or horizontal position.

Among the many uses of this unusual woodworking tool are: repairing or refnishing furniture, planing wide boards on edge, planing narrow boards, using coping saw, holding stock for boring, sawing on any angle, ripping short boards, as a stand for power tools, as a glue clamp, etc.

The vise is made of cast semi-steel, and weighs 16 lbs. Maximum opening is 5".

THE WILL-BURT Co., Orrville, Ohio.

#### Folding Table, Bench SE-226 For Rapid Set-Up



The Rold-Fold table and bench unit is designed for gymnasium, auditoriums, and cafeterias where the seating and feeding of large groups necessitates rapid setting up and dismantling of service equipment.

A unique Rold-Fold feature is the adaptability of the benches. They are easily removable, permitting the use of chairs around the table. With an accessory support, the benches will also serve as separate seating units.

Incorporating a new linkage principle in folding table design, the unit's "Floating Fold" action utilizes a special tension spring, allowing the table to be folded or unfolded with a fivepound pressure. Built-in locking devices assure rigid stability in either the folded or unfolded positions.

SEATING, INC., Dept. KP, 3565 Wooddale Ave., St. Louis Park 16, Minn

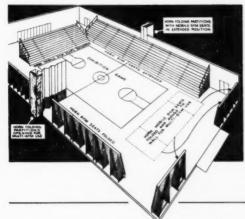
SE-227

# Projection Screen Fabric Is Permanently White

Perma-White is a new process that retains the whiteness and brilliant reflective qualities of glass-beaded projection screen fabrics. This process insures permanent whiteness and is guaranteed for ten years.

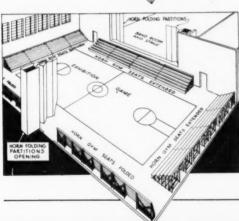
RADIANT MFG. CORP., 2627 W. Roosevelt Rd., Chicago 8, Ill.

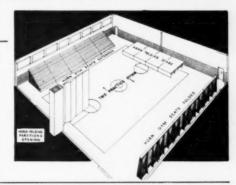


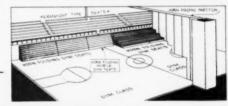


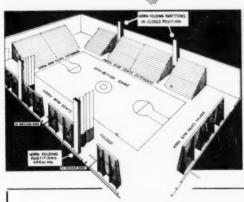
# FOLDING GYM SEATS FOLDING PARTITIONS

UTILIZE YOUR GYM SPACE









# HORN BROTHERS COMPANY

SCHOOL EQUIPMENT DIVISION FORT DODGE, IOWA, U. S. A.

# HORN

From Coast to Coast HORN FOLDING GYM SEATS AND FOLDING PARTITIONS are meeting individual requirements for maximum utilization of gym space. Large or small, new or old, A HORN Gym Plan offers— 1. Experienced planning. 2. Approved construction. 3. Competent workmanship. 4. Factory installation. — For satisfaction, investigate our complete service. Representatives from coast to coast. Write for Free catalogs.

#### **School Bus Body**

Has New Construction Features

The Hicks Arch-Bilt School Bus Body for 1952 has a number of new features which greatly enhance its safety. Foremost among these is greater driver visibility. Glass area in the new windshield has been increased 35%, allowing a much wider angle of vision.

A new, scientifically designed defrosting unit delivers an abundance of hot air over the entire area of the windshield. Hicks heating and



ventilating system assures a constant, comfortable temperature throughout the bus at all times. An improved sliding type driver's sash, new design boxed channel tube type heavy duty rear bumper, and many other important new features are included as standard equipment to meet all State requirements.

HICKS BODY Co., INC., Lebanon, Ind.

# Power Supply Unit SE-229 Operates Laboratory Equipment



A new precision 60-cycle power supply unit, Model 375, has been announced by Ampex Electric Corp. It provides accurate frequency stabilization for operating laboratory and test equipment. The frequency stability claimed is five parts per million per degree Centigrade. It provides 60 watts of useful power. Input may vary from '50 to 400 cycles and from 90 to 125 volts. Output is constant at 60 cycles and adjustable from 0 to 150 volts.

This model is designed for standard rack mounting. The control panel embodies: voltage adjust control, 0-150 volt AC voltmeter, external oscillator input jack, indicator lamp, stroboscope supply socket, power switch and power fuse.

AMPEX ELECTRIC CORP., Redwood City, Calif.

# Recorder-Projector SE-230 Records Sound on 16mm Silent Film

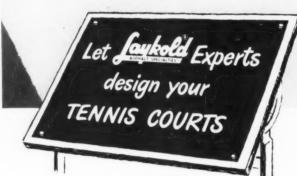
The new Ampro 16mm Recorder-Projector will provide the first economical means of recording musical accompaniment and commentary, separately or simultaneously on otherwise silent 16mm film.

The features of the Ampro Premier projector will be retained and improved with the added flexibility of the magnetic recording and erasing heads. Other basic features include silent and sound speeds, reverse, still picture and fast motor rewind.

This unit plays both magnetic and optical recording on the same film. AMPRO CORP., 2835 N. Western Ave., Chicago 18, Ill.



SE-228



Specialists in materials for building and resurfacing most of the nation's tennis courts can help your school have the best courts.

- FOR ECONOMY-Modest first cost, lowest upkeep.
- FOR APPEARANCE—Colors, red, green or gray-black, make your courts attractive.
- FOR BETTER TENNIS—True plane, "fast-bounce surface," sure footing—no wonder better players are made on LAYKOLD and GRASSTEX Courts!

# AMERICAN Bitumuls & Asphalt COMPANY

200 BUSH ST. . SAN FRANCISCO 4, CALIFORNIA

Providence 14, R. I. Perth Amboy, N. J. Baltimore 3, Md. Columbus 15, Ohio St. Louis 17, Mo. Mobile, Ala. Baton Rouge 2, La. Tucson, Arix. Inglewood, Calif. Oakland 1, Calif. Portland 7, Ore. Seattle, Wash. Washington 6, D. C. San Juan 23, P. R.



reduce noise . . . Easily installed, they provide the quiet comfort so necessary for better, more efficient work.

• Because distracting noise can lead to confusion and careless mistakes in schoolwork, practically all new schools include acoustical ceilings for noise absorption. However, even if your school was constructed before sound control became an established science, you can have Johns-Manville Fibretone Acoustical Panels easily and quickly installed over your present ceilings with little interruption to regular routine.

Johns-Manville FIBRETONE offers an acoustical ceiling which is highly efficient and modest in cost. It consists of 12" square panels of sound-absorbing materials in which hundreds of small holes have been drilled. These holes act

as "noise-traps" where sound energy is dissipated. Fibretone is predecorated, can be painted and repainted, and is available with a flame-resistant finish.

Other Johns-Manville Acoustical Ceilings include Permacoustic\*, a textured, noncombustible tile with great architectural appeal; Transite\*, panels made of fireproof asbestos; and Sanacoustic\*, perforated metal panels backed with a noncombustible, sound-absorbing element.

For a complete survey by a J-M acoustical expert, or for a free book entitled "Sound Control," write Johns-Manville, Box 158, Dept. S. E., New York 16, N. Y. In Canada, write 199 Bay Street, Toronto 1, Ontario.

\*\*Reg. U.S. Fat. Off.



## Johns-Manville

Movable Walls—Terraflex and Asphalt Tile Floors—Corrugated Transite\*—Flexstone\* Built-Up Roofs—Etc.

# Records and Player SE-231 Package Unit Offered to Schools



New and improved facilities for nusic education in elementary schools, utilizing the 45 rpm system of recorded music, are being made available by RCA Victor. A new, 45 rpm table phonograph, featuring an 8" electro-dynamic speaker and continuously variable tone control, and 370 specially recorded compositions comprising the RCA Victor Basic Record Library for Elementary Schools are offered as a combination.

The new phonograph achieves a tone quality comparable to that of most console phonographs and is a sturdy, compact instrument, well suited for use in classrooms.

The library has three basic divisions, a rhythm program, a listening program, and a singing program, plus special material such as singing games, Christmas music of American Indians, and patriotic songs.

RCA VICTOR, Camden, N. I.

#### Floor Wax

SE-232

#### For Slip-Resistant Surface

Huntington Laboratories, Inc.'s new Anti-Slip Cosmolite Wax was

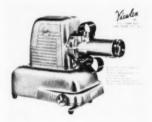
developed to fill the need for an antislip wax with long-wearing qualities which resists scuffing. The formula contains yellow carnauba wax with colloidal silica as the anti-slip ingredient.

The wax is considered safe for application on all types of flooring materials

HUNTINGTON LABORATORIES, INC., Huntington, Ind.

SE-233

Slide, Filmstrip Projector Operates at 500 Watts



The Viewlex V-25C combination slide and filmstrip projector embodies an entirely new concept of optical engineering and mechanical cooling inside the unit. Designed specifically to operate at 500 wats, the unit's Airjector principle guides cool air to the specific hot points within the projector looky.

Valuable films are protected and the life of the lamp extended by use of the Venturi principle, by which the Venturi chimney breaks up the barrier of insulating air which adheres to hot surfaces.

Viewlex, Ixc., 35-01 Queens Blvd., L. I. C. I, X. Y.

# Decorated Wallboard SE-234 Reproduces Fine Woods

Decorated Gypsum Wallboard is available in a faithful reproduction of fine woods—knotty pine, dark walnut, and bleached walnut. The new board is 3½" in thickness and comes in sheets 4' wide and in lengths from seven to ten feet.

The material is readily adaptable for the modernization of school offices, etc., and can be applied with simple carpentry. An effect of expensive paneled walls may be obtained at low cost and even pegged panel treatments are possible by using "Kolor Pins".

Parco Products, Inc., 475 Brannan St., San Francisco 19, Calif.



Built by modern methods, with the finest machinetool special machinery, on a continuous production line basis, these better lathes cost little more than ordinary school type lathes. Write for Catalog

SHELDON MACHINE CO., INC.

4236 North Knox Ave., Chicago 41, Illinois



# Daylight Engineering gives studying eyes "quality light"

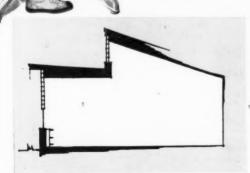
for better sight

"QUALITY LIGHTING" exists when glare and contrast are reduced to a minimum and light is distributed evenly throughout the room.

Through the application of Daylight Engineering principles, an Insulux Fenestration System (using light directing Insulux Glass Block <sup>30</sup> plus vision-ventilating strip) eliminates excessive glare, provides diffused daylight even into the far corners of classrooms.

Make sure your school has this "quality lighting: —for lighting authorities agree that good seeing conditions depend even more on light quality than on light quantity.

Daylight Engineers can help you to build schoolrooms with the right "quality"—and quantity—of daylight. The 24-page booklet, "Better Light for Our Children" gives more details. For your free copy, or for the help of a Daylight Engineer write: Insulux Division, American Structural Products Co., Dept. SE-4, Box 1035, Toledo 1, Ohio. Subsidiary of Owens-Illinois Glass Co.



Cross sectional view of classroom. The primary fenestration consists of continuous panels of light directing Insulux Glass Block over a steel sash vision strip. The secondary fenestration, having the same orientation, consists of five courses of light-directing block in a sawtooth arrangement.

NSULUX FENESTRATION SYSTEMS

- by the leaders of Daylight Engineering



#### SE-235

# Folding Tables, Chairs Of Welded Tubular Steel

The Glamahr line of folding tables and chairs have patented folding and locking features as well as self-leveling adjustment to uneven floors.

Made of welded tubular steel, the line is designed to brace against side mo-

tion, rocking or slipping.

Square, round and rectangular tops are available in a selection of plastic, plywood, or masonite materials. All rectangular top tables, including banquet tables, can be easily converted into larger units with a simple, locking connector attachment.

The banquet tables up to 30" x 96"



are especially designed for quick handling and easy storage. Legs fold within the thickness of the tops and folded tables nest together. Sizes range from 24" x 24" to 36" x 60" and round-top models from 24" to 48" in diameter.

Mahr-Bufton Co., 825 Glenwood Ave., Minneapolis 5, Minn.

SE-236

#### Radioactivity Detector Unit Supplied in Kit Form

School laboratories can have a low-cost radiation detector by doing the assembly work, a matter of one evening. The Knight Super Scout uses a sensitive Geiger-Mueller tube and obtains power from a built-in vibrator power supply operating from two self-contained standard flashlight batteries. To simplify assembly, some parts are supplied pre-mounted, including battery clip, G-M tube clips and on-off switch. A single, 1T4 tube is used, rectifier-connected.

Allied Radio Corp., 833 W. Jackson Blvd., Chicago 7, Ill.

SE-237

# Automatic Typewriter Types 2½ Times Manual Rate



The new Model 5216 Selector Auto-typist saves much time when the job is typing form letters. Each letter is typed at 2½ times the manual rate without error.

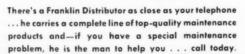
The operator merely selects the letter or combination of paragraphs that he wishes, and the machine automatically picks out the letter or paragraphs and types it without further attention.

Compact, space-saving design are some of the features. Dimensions are: 28" wide, 30" deep and 33" high. It has 16 selector buttons for automatic selection of letters or paragraphs.

AMERICAN AUTOMATIC TYPE-WRITER Co., 614 N. Carpenter St., Chicago 22, Ill.

BETTER MAINTENANCE
at LOWER COST...

Franklin's Rubber Gloss
Cleaner and Rubber Gloss
Wax will give all your floors
added life and new beauty.
Economical, easy to use,
Rubber Gloss Cleaner takes
the work out of cleaning, actually floats the dirt away...
slip and water resistant Rubber
Gloss Wax will keep heavily trafficked greas looking better than ever.





FRANKLIN RESEARCH COMPANY
5134 LANCASTER AVE. PHILADELPHIA 31, PA.

# MONTOE Polding PEDESTAL TABLES

The Pillar of Perfection

الانتاق

FOR DINING ROOM AND BANQUET ROOM



54 TYPES AND SIZES OF FOLDING TABLES

SOLD DIRECT

TO EDUCATIONAL INSTITUTIONS

WRITE FOR CATALOG, PRICES AND DISCOUNTS



"Built Like a Bridge"



No Knee Interference



Stack of 12 tables, 29" high on Monroe Folding Table Truck

MANY OTHER TYPES OF TABLES
FOR ALL SCHOOL PURPOSES



MONROE ADJUSTABLE HEIGHT TABLES

Telescoping folding pedestals—any height 20" to 30"





KINDERGARTEN TEACHERS' FOLDING TABLES

Adjustable heights 20" to 30". Note teacher and class seating chart

ADJUSTABLE MONROE FOLDING TABLES-for any heights from 20" to 30". Also MONROE Folding Benches.

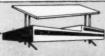


FOLDING CHAIRS ALL STYLES—STEEL AND WOOD—PLAIN AND PANELED SEATS. ALL SIZES INCLUDING CHILDREN'S FOLDING KINDERGARTEN CHAIRS, INTERMEDIATE SIZE AND ADULT SIZES.



THE Monroe

66 CHURCH ST.



Company

COLFAX, IOWA

#### SE-238 Ice Cream Freezer Three New Five-Gallon Models

A line of five-gallon fountain freezers designed to meet the needs of larger schools is available from Sweden Freezer Mfg. Co.

Among them is Model 1-98, a heavy-duty hard ice cream freezer which freezes in seven minutes. It is equipped with an extra heavy duty dasher and refrigeration unit and has simple, pushbutton motor starting switches

Model 1-99 is designed for volume production of the soft-served product. It is a light duty, batch freezer. equipped with automatic controls. Freezing time is just 10 minutes.

The third model, 1-200, is a heavyduty, continuous freezer with a capacity of 25 gallons an hour. Foot switch controlled for "hands free" serving.

SWEDEN FREEZER MFG. Co., 3401 17 Ave., W., Seattle 99, Wash.

SE.239

#### Chuck Chucks Irregularly Shaped Parts

The Buck Ajust-Tru 2-Jaw Aviation Chuck assures accuracy within .0005" on large as well as small runs of irregularly shaped parts. It rechucks with the same speed as a

cial fixtures and make-shift holding arrangements.

The chucks are made with master jaws and two soft blank top jaws are supplied for machining to hold odd-shaped parts for lathe or drill

BUCK Tool. Co., 2015 Schippers Lane, Kalamazoo, Mich.

#### SE-239B Wet Vacuum Especially Designed for Large



The Water Pick-Up Machine above is designed to wet-vacuum large areas of water covered floors. The unit has a powerful 1 h.p. motor, large capacity tank and wide, heavy-duty squeegee mounted as an integral unit on a sturdy three-wheeled dolly. Suds and dirty water are quickly picked up by the heavy duty vacuum, leaving a clean, dry path 29" wide.

Its use in combination with an electric scrubbing machine makes easy work of maintaining the largest floors

in a clean and sanitary manner.

AMERICAN FLOOR SURFACING MA-CHINE Co., Toledo, Ohio.

scroll chuck without need for further adjustment. There is no need for spe-SE-51 Good Things

Come Concentrated



For Better Living-

Especially Paint!



All, yes all the wonderful new "rubberized" or "latex" emulsion paints thin with water. A big difference in Satin Luminall is its Concentrated Paste form. You add a quart of water to each gallon - takes less labor than re-mixing other types. You make substantial savings. Superior adhesion, coverage, hiding power, washability. Color and light reflectance for Coordinated Classrooms

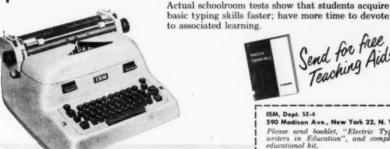
For complete color & application specifications write Dept. ES

LUMINALL PAINTS CHICAGO 9 . NEWARK 5 . LOS ANGELES 1

#### More and more companies are using IBM ELECTRIC TYPEWRITERS



# Train your Students for the Job Ahead Actual schoolroom tests show that students acquire







Please writers education We'd	dison Ave., New York 22, N. Y. send booklet, "Electric Type- in Education", and complete onal kit. I like to see your full-color sound
movie, '	'Electric Typing Time," on(date)
Name _	
School_	
Address	
City	State

#### SE-240 Institutional China Two New Designs Available



Two new designs for the institutional field have been introduced by Syracuse China. The patterns are

both on the Winthrop Shape and will be additions to the firm's Hospitality Group of stock patterns.

Syracuse China, Syracuse, N. Y.

#### SE-241 Interior Paint

Cellu-Tone Satin is the name of a new Pratt & Lambert paint designed for walls, woodwork, and furniture. Its versatility is made possible by the fact that it is neither an oil nor a

Applied with brush, roller, or spray, Cellu-Tone Satin dries with a low luster which is unaffected by grease or

40

Illustrating the TOLCO 21/4" edge grained top-standard

on all benches. Special lengths and widths of elec-

able on special order.

nically glued tops avail-

smoke and is highly resistant to moisture. Pencil marks, ink, mercurochrome, lipstick, shoe blacking and crayon marks are easily removed by washing.

Another outstanding feature of this new product is its unusual hiding ability. One coat does the work of two coats of ordinary wall paint. It does not require a primer on either new or old work.

The paint is being marketed in 14 new, modern colors. Other colors are obtainable by intermixing.

Pratt & Lambert, Inc., 75 Tona-wanda St., Buffalo 7, N. Y.

SE-242

#### Water-Type Extinguisher Has Anti-Freeze Charge



non-inverting, pressurized, water-type extinguisher especially designed for outdoor use is available from The General Detroit Corporation under the name General Quick Aid Fire Guard.

Inexperienced persons can operate this extinguisher expertly because of its squeeze grip or lever action control and the panic-proof rip puncture pin insures discharge will take place once the seal is punctured.

This unit has a special recharging feature: all parts are removable as a single unit since the operation lever, carrying handle, discharge tube and carbon-dioxide cartridge are all attached to the head assembly. The charge consists of plain water and a pressurized carbon-dioxide cartridge.

GENERAL DETROIT CORP., 2272 E. Jefferson Ave., Detroit, 7, Mich.

# For Walls, Woodwork, Furniture

synthetic, latex-type paint.

SE-53

SCHOOL SHOP

Model T-14 The T-14 represents the finest in school shop benches. The sturdy rock maple frame is mortised - tenoned and bolted for extra long life and rigidity. Work space for two students with ample project storage drawers. Beautiful natural finish.

The T-2 is truly an economical two student bench. Built to the same rigid tolerances and standards as the T-14



Ten different TOLCO models and sizes are available for every school requirement from Kindergarten through the Vocational School.



#### THE TOLERTON COMPANY



Alliance, Ohio







"Million Mirror" Screen Fabric is

Guaranteed whiter

Guaranteed brighter

Guaranteed for 10 years

Here is a major development in projection screens—a new screen that offers dazzling whiteness, a screen that stays brilliantly white. This new screen surface is so outstanding that Radiant *guarantees* it to be whiter and brighter than any of our previous fabrics—and guarantees it to give brilliant service for 10 full years!

## Now see your pictures with amazing new beauty, depth and clarity!

You have never seen your movies or slides so sharp, so contrasty, so clear—as when you project them on these new Radiant Screens. The millions of tiny mirrors that reflect light instead of absorbing it—plus the new whiteness and the new brightness of the screen fabric—combine to give you amazing realism and an astonishing depth that add new pleasure to picture projection.

# RADIANT Projection Screens

The Radiant Screen here illustrated is the "SCREENMASTER." Radiant Screens are available in sizes from 30 inches to 30 feet—to meet all projection needs.

Send for FREE Sample and Booklet
"MORE BRILLIANT PROJECTION"

Ask your dealer for demonstration. Send coupon for free sample of Radiant "Million Mirror" screen fabric and free booklet.



Radiant Mfg. Corp 1247 S. Talman Ave.	, Chicago 8, III.	
Fabric-and bro	ample of Radiant " ochure on Radiant li lore Brilliant Projec	ne. Also send me
Name		
Address		
City	Zone	State
My dealer's nam	e is	

#### **Belt Grinder**

SE-243

#### For Large-Area Surfacing

The unit at right is Model 506 allpurpose belt grinder which is adaptable to a wide range of grinding operations. Equipped with a standard 6" belt which runs over a 121/2" platen, the grinder is an economical size for medium work.

This grinder is used primarily for free-hand applications on work which requires flat surfaces, deburring, squaring, chamfering, rounding, and polishing. It is suitable for metal, wood, glass, and plastic applications.

The machine can be changed over from vertical to horizontal operation in only one minute by simply loosen-



ing two hex nuts. For smaller pieces,

particularly for those having more length than thickness, the machine is usually set in its vertical position. The work is supported by a work rest and squared with the platen.

PORTER-CABLE MACHINE Dept. PR-3, Syracuse 8, N. Y.

#### SE.244 Atom Model Kit Includes 87 Models

Metal-Coordination Atom Model Kit permits the physicist instructor to construct scale models of molecules and ions made up of a metal atom and innumerable combinations of other atoms. The new set includes 87 hand-finished atom models for studies in stereo-chemistry

Each model is carefully designed as to valence, size, shape and angle of faces, etc., so that the completed molecule actually can be measured with a meter stick and the size of the molecule determined in Augstrom mits

Each kit contains cobalt atom models which also can serve to represent iron, manganese, platinic platinum, etc., together with numerous hydrogen, oxygen, and nitrogen models; also snap fasteners by which the atoms are held firmly together and a "Lifter" for separating units.

FISHER SCIENTIFIC Co., 717 Forbes St., Pittsburgh 19, Pa.

#### SF.215 Wet-Dry Vacuum 55-Gallon Capacity

The Hild Heavy-Duty Portable Vacuum is made with a 55-gallon tank which holds five bushels of dry dirt or 50 gallons of recovered liquid.

For easy handling, the entire unit is mounted on a heavy steel dolly fitted with a hinged handle and three ball-bearing casters. A two-inch, quick opening gate valve permits the liquid contents of the tank to be easily emptied into a drain or gutter. The 20-foot vacuum hose is made of oilresistant synthetic rubber, wire reinforced for extra strength,

Numerous attachments equip the Hild machine to do a wide variety of jobs. When used to take up dirty scrubbing solutions, it leaves floors clean, dry and slip-safe. Flooded areas are quickly dried. It is used to recover coolant and to clean coolant sump tanks. There are other special attachments to clean overhead pipes and beams, walls, ceilings, machine tools,

HILD FLOOR MACHINE Co., 740 W. Washington Blvd., Chicago 6, Ill.

SE-55

Do you know the answers to these questions on library stacks and equipment?



Will VMP steel bookstacks and shelves warp, sag, or crack?



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time and money.

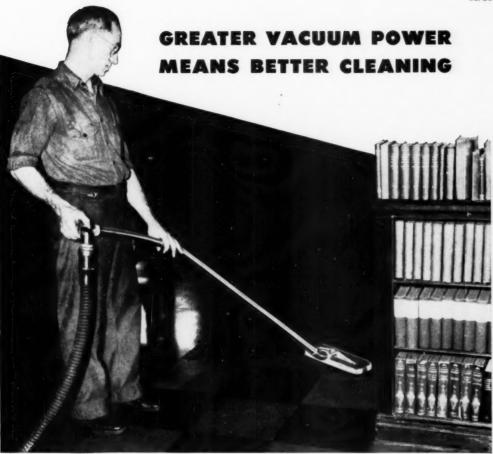
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never rot: Yes—for every kind of job. Virginia Metal Products offers the benefit of its vast experience in the solution of all technical questions concern-ing free-standing or multi-tier book-stacks, conveyor systems, etc.

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The day to day job of cleaning could be reduced by efficiency experts with a time and motion study. Perhaps a simpler way to improve results is to be sure that each motion picks up more dirt. That briefly is the extra value that Spencer portables give you. Greater vacuum power sucks in more of the dirt

and dust. Properly designed Spencer Tools for each job search out the dirt more efficiently. Designed for cleaning bare floors, walls, carpets, rugs, draperies and upholstery, and providing wet or dry cleaning with the same machine, Spencers pay for themselves in more efficient cleaning.



Tur	School	EXECUTIVE	for	April	1952

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Please send my cop	y of A GUIDE TO EASIER CLEANING and BULLETIN 114E
Name	

#### SE-221

#### Slide Projector Attachment Used with Arc Spotlight

A new slide projector attachment for use with the Trouper high intensity are spotlamp has been devised by The Strong Electric Corp. It is designed for visual education and training subjects in schools and colleges.

The intense light of the Trouper projects a clean, sharp, clearly defined picture, even on the largest screens, with motion picture brilliancy attained on screens up to 22 feet wide.



The Trouper plugs into an 110-volt

outlet, no heavy rotating equipment being necessary. An adjustable, selfregulating transformer is an integral part of the base. A trim of carbons burns 80 minutes. The arc is automatically controlled.

THE STRONG ELECTRIC CORP., 114 City Park Ave., Toledo 2, Ohio.

#### SF.999 Liquid Duplicator Reproduces 5 Colors At Once



Model AF 51 Liquid Process Duplicator, shown above, is a simple, lowcost machine that will reproduce anything typed, written, drawn or printed on the master copy in as many as five different inks at one time. No inks, stencils, or gelatine are involved. The master is simply placed on the drum of the machine and, with a single turn of the handle, a sharp, clear copy is produced. Up to 500 copies may be printed from the one master.

Some of the features include: an automatic paper feed that will print up to 150 copies per minute, five point pressure control, simplified size adjustment, etc.

THE HECTOGRAPHIA CORP., 110 W.

### 17 St., New York 11, N. Y.

#### SE-223 **Burette Unit** Features Plastic Reservoir

The Squeez-O-Matic is a new burette unit featuring a plastic reservoir which requires only a squeeze to fill an automatic self-level burette. It is easy and simple to use, and requires only one hand.

A special base holds the plastic bottle and also provides a convenient and stable platform for beaker, dish, or flask. The base, also made of a special plastic material, is extremely resistant to either mechanical damage or chemical attack.

A molded stopper arrangement for the plastic bottle is designed to hold the burette rigidly in position.

The units are available in 25 ml. and 10 ml. sizes graduated to tenths of a ml.

HAGAN CORP., 323 Fourth Ave., Pittsburgh, Pa.

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Quoting from the recent survey of visual aid equipment in U. S. Schools: "Impressive as is the total of schools owning Keystone Tachistoscopes, even more striking is the number actually USING them."

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KEYSTONE VIEW CO., Meadville, Pa.



THE SCHOOL EXECUTIVE for APRIL, 1952

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Royal Typewriter Company, Inc., Dept. Al 2 Park Avenue, New York 16, N. Y.

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#### **NEW TEXTBOOKS**

#### SE-301 List of Spring Books

University of Oklahoma Press, Spring Books 1952. This catalog includes a list of University of Oklahoma Press books scheduled for publication this spring. In addition, pertinent information on recently published titles and a check-list of many previous volumes are presented. University of Oklahoma Press, Norman, Okla.

#### SE-302 Band Tool Manual

Band Tool Manual. 160 pages. \$2.00. This book gives students, machine operators, etc. a comprehensive explanation of all band tools used in sawing, slicing, filling grinding, and polishing operations. To broaden the know-how of this basic

machining method, photos and drawings are used throughout to define band tool terminology, the sixteen kinds of band tools, and their application to the machining of material on band machines. The DoALL Co., Des Plaines, III.

#### SE-303 Catalog of Shop Books

Shop Books, Catalog No. 106. The text-books listed in this catalog fall into the following divisions: Blueprint Reading, Crafts, Drafting, Electricity, Graphic Arts, Home Mechanics, Machine Shop, Metalwork, Photography, Welding, Woodworking, etc. McKnight & McKnight Publishing Co., Bloomington, Ill.

#### SE-304 The Problem of College

College and You. Calvin S. Sifferd, \$2.50. The perennial question of "Shall I go to

college?" is discussed. The book tells parents what to look for in their children and in a college, before bringing the two together; tells high school graduates what to expect of college; and tells college treshmen how to correct the mistakes they make in the first semester. Such problems as grades, homesickness, fraternities, dating, budgeting, other races and religions, and working while in school receive realistic treatment. McKnight and McKnight Publishing Co., Bloomington, Ill.

#### SE-305 Grade Two Numbers

Numbers in Action. 288 pages. By Maurice L. Hartung, Henry Van Enge, and Catherine Mahoney. This book has been designed to help teachers develop a rich and interesting number program in grade two. A carefully planned sequence of pictures is used to introduce each new concept in a natural setting at the child's level of interest and understanding, and to provide a psychologically sound procedure for bridging the gap between the use of concrete objects and abstract symbolism. Scott, Foresman & Co., Chicago, Ill.

#### SE-306 Democracy Series

Democracy Series, Revised. Prudence Cutright and W. W. Charters. Grades Primer through Eight. The nine books in this series, for primer through eighth grade, provides the medium about which teachers may organize their democracy teaching. The textbooks teach children to understand democratic privileges and duties, and also to compare the evils of communistic and other totalitarian systems with the advantages of our way of life. The books fit in very well with social-studies and citizenship-training courses, or for supplementary reading in all the elementary grades. The MACMILLAN Co., 60 Fifth Ave., New York, N. Y.

#### **TEACHING AIDS**

#### SE-307 Vocational Guidance Manuals

A whole series of very helpful vocational guidance manuals is available at \$1.00 each. Titles so far include: Opportunities in Acting: Advertising: Architecture; Atomic Energy; Aviation; Export; Fashion; Finance; Free-Lance Writing; Horticulture; Hotel Industry; Interior Decoration; Journalism; Market Research; Motor Transportation; Motion Pictures; Music; Photography; Physical Education, Health and Recreation: Printing Trades; Public Relations; Radio; Television; Travel; and Vocational Guidance. Each manual gives the facts about the career under discussion, the qualifications, how to break into the field, the colleges and universities which offer courses, pay scales, chances for advancement, etc. Grossett & Dunlap, 45 M. 45 St., New York 19, N. Y.

#### SE-308 Increasing Reading Skills

Helping Children Read Better. 48 pages. Single copies, \$.40, three for \$1.00, special quantity prices. By Paul Witty. This illustrated booklet discusses the importance of reading as an indispensable study tool, as an enriching leisure-time activity, and as a means of increasing personal growth. Specific methods and materials are suggested by which teachers can help children to read better. Science Research Associates, 228 South Wabash Ave., Chicago 4, Ill.



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#### **Attention! Summer School Teachers and Camp Councilors**



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#### **MANUFACTURERS'** CATALOGS

SE-309 Push Brooms

Modglin No. 800, 900, 1000 Series Perma-The push brooms shown in the Push. The push brooms shown it cares three flyers are heavy-duty models which do not absorb water, become soggy, or matted. Bristles are made of amber color Permene Fibre and are unusually durable. Modelin Co., Inc., 3235 San Fernando Rd., Los Angeles 65, Calif.

#### SE-310 Incinerators for Schools

Teckorator, the Perfect Incinerator. This

architects' manual on waste disposal contains full information about the Teekorator Incinerator in different models for various sized school installations. Complete specifications are given. Write to Teeka-tor Co., 35 Klink Rd. Rochester 10, N. Y. for a copy of this bulletin giving our SE-310 number.

#### SE-311 Ice Cream Freezers

Uways Good, Now Even Better! Bulletin is a colorful presentation illustrating and describing the Mills Industries 1952 line of Counter Freezers. Charts show profits per gallon of mix sold and monthly custard profits. Both the new Hopper Model and Pump Model with side cabinet are illustrated and their many features are

described. Mills Industries, Inc., 4100 Fullerton Ave., Chicago 39, Ill.

#### SE-312 Textile Processing

About Mooresville . . . What It Can Mean to You. An "inside" look into the complex operations of a textile mill is given in this illustrated booklet. Textile schools and college and university libraries should find this description of the spinning, weaving, dyeing and finishing operations informative. Mooresville Mills, Empire State Building, New York, N.

#### SE-313 The Requirements of a Good Window

What Is Important In A Window! This booklet describes the requirements desired by architects and builders for the ut-most in window performance. The stanby architects and builders for the ut-most in window performance. The stan-dard rules generally accepted for measur-ing the usefulness of a window have been reduced to a ten-point check list. This booklet also shows the performance of the Ludman Auto-Lok Wood Windows in relation to these requirements. LUDMAN CORP., Dept. 72, Box 4541, Miami, Florida.

#### SE-314 Movable Metal Walls

Wills Movable Metal Walls. This 48-page Mills Morable Metal Walls. This 48-page book was designed specifically as a work-bing tool for architects and others who face the problem of changing space requirements in schools. Among the advantages of these flexible interiors are the ease, economy and speed with which the walls may be erected, dismantled, and relocated to fit now layout. relocated to fit new layouts. Structural stability, distinctive design, adaptability, sound control, special baked-on enamel finishes to eliminate harsh light reflection, and ease of wiring and maintenance are some of the Mills construction features described in the catalog. Mills Co., 975 Wayside Rd., Cleveland 10, Ohio.

#### SE-315 Floor Maintenance Materials, Methods

Your Floors and How to Maintain Them. This ready reference manual of floor facts describes the Multi-Clean Method of maintaining asphalt tile, concrete flooring, razzo and magnesite, rubber tile, linoleum, etc. MULTI-CLEAN PRODUCTS, INC., 2277 Ford Parkway, St. Paul 1, Minn.

#### SE-316 Steel Scaffolding File

Waco File Folder, 316. The new 1952 edition of the Waco File Folder, containing all standard Waco literature, catalog sheets, and test data on Waco steel scaffolding equipment is now available from Wilson-Albrecht Co., Inc., Dept. KP, 3505 Wooddale Ave., Minncapolis 16, Minn

#### SE-317 Gym Seats

Horn Folding Gym Scats. Specifications of the Horn line of folding gym seats are graphically given in this new folder. The line emphasizes comfort, safety, appear-ance, and ease of operation. Horn Bros. Co., Div. of Horn Industries, Fort Dodge, Iowa.

#### SE-318 Gym Suits

Moore Gym Suits. This most attractive catalog shows full color illustrations of the Moore line of gym suits and swim suits. Swatches of the materials available are included. E. R. Moore Co., 932 Dakin St., Chicago 13, Ill.

SE-59



### TRANSMITTING DISEASE GERMS specify **BRADLEY WASHFOUNTAINS**

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BRADLEY WASHFOUNTAIN CO., 2233 W. Michigan Street, Milwaukee 1, Wisconsin.

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### **MANUFACTURERS'** CATALOGS

### SE-319 Ventilation Equipment

Herman Nelson Unit Ventilator Catalog. Architects, engineers, heating contractors and school authorities will find up-to-theminute information on the Herman Nelson Draft Stop System on Schoolroom Ventilation in this new brochure. Detailed information is given not only on the Draftiormation is given not only on the Draft-Stop principle of heating and ventilation but also factual material on the company's line of general purpose unit ventilators. Herman Neison Div., American Air Filter Co., Inc., Sales Promotion Dept., Moline, Ill.

### SE-320 Choosing a Pencil Sharpener

Your Pencil Sharpener, Its Care, Location, and Use. The purpose of this hand-book is to aid school personnel in receiving more efficient and economical service from their present pencil sharpeners by correct methods of usage, mantenance, and location and to guide school districts in selecting the correct machine for the inselecting the correct machine for the intended purpose. C. Howard Hunt Pen Co., Camden, N. J.

#### SE.321 Lockers

Penco Steel Lockers. Over 60 types and sizes of Penco lockers are presented in this 20-page catalog which also gives complete specifications and helpful suggestions on how to provide better clothing storage facilities while saving valuable floor space. Ideas in locker room layout are a feature of the leaflet. Penn Metal. Corporation of Penna., 50 Oregon Ave., Philadelphia 48, Pa.

#### SE-322 Thresholds

Thresholds by Wooster. This is a handy reference booklet showing the various types of Wooster abrasive cast, extruded, and rolled steel thresholds with cross-section drawings and typical installation sketches. Various tread surfaces of Ferrogrit, Alumegrit Paragraphical Visibles grit, Alumogrit, Bronzogrit, and Nicklogrit are available. Wooster Products, Inc., Dept. S, Wooster, Ohio.

#### SE-323 Care of Partitions

How to Get The Most Out of Your New Hauserman Movable Interior. This new 10-page booklet is designed to familiarize maintenance personnel with the methods of cleaning movable partitions, servicing the wiring, and hanging pictures, maps, and charts. E. F. HAUSERMAN Co., 6730 Grant Ave., Cleveland 5, Ohio.

#### SE-324 Glass Blocks

The Mark of a Modern Building. School installations of PC Glass Block are shown in this catalog together with much techni-cal data. The blocks admit abundant daylight, have high insulating value, minimize surface condensation, are easy to clean, cut maintenance costs, and have many other advantages. Pittsburght Corning Corn, 307 Fourth Ave., Pittsburgh 22.

#### SE-325 Baskets

McElmoyl Baskets Speed Up Your Material Handling, Your Clean-Up. The Mc-Elmoyl canvas baskets and service trucks climinate barrels, paper containers, tin boxes, etc. for clean-up and transporting jobs. Full information may be obtained from W. J. McElmoyl Co., Groveville, N. J.

### SE-326 Light Dimming Equipment

Bulletin D85IN. The advantages of Powerstat dimming equipment is described in erstat dimming equipment is described in this bulletin through photographs, circuit diagrams, outline dimensions, and descrip-tive material. Manually operated and motor-driven assemblies in ratings from 1,000 to 30,000 watts are discussed. An easy-to-read selection chart provides spe-cific information on each of the available types. The Superior Electric Co., Bris-tol, Conn.

#### SE-327 Use of Machines

The Use of Machines in Our Industrial Life. This series is made up of six full-length, fifty-frame filmstrips in color and length, fitty-frame filmstrips in color and cover Circular Saw, Jig Saw, Band Saw, Drill Press, and Shaper. Teachers will find complete visual presentation of the evolution, construction, care and use of these basic machines. Autho-Visual Div., Popular Science Publishing Co., 353 Fourth Ave., New York 10, N. Y.

#### SE-328 Contour Machining

DoAll Contour Machines. Sixteen pages of information on the advantages and manufacturing short cuts possible by con-tour machining with band tool machines. DoALL Co., Des Plaines, Ill.



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### **AUDIO-VISUAL AIDS**

#### SE-329 Development of Ceramics

The Art of Keramos. 16mm. sound and color. Produced in collaboration with the Los Angeles Museum of Science, History and Art, this film is planned to fill the existing need for an informative, factual and entertaining film on ceramic art as it is related to everyday living through the use of fine dimerware. It goes back to pre-historic times, through the early Egyptian, Greek and other periods and includes the story of the potter's wheel. Coming right up to the present day, a tour is made through a modern pottery. No charge except return postage. THE FRANCISCAN LIBRARY, 45 E. 51 St., New York 22, N. Y.

### SE-330 Freedom Filmstrips

Heritage Filmstrips, Inc. announces that it is now sole distributor of all filmstrips in its series "Backgrounds of Our Freedom." Titles include Causes of the American Revolution, The American Revolution, The Anti-Slavery Crusade, Causes of the French Revolution, The French Revolution, The French Revolution, and The Triumph of Parliament. Six new filmstrips are now in production. Heritage Filmstrips, Ixc., 89-11 63rd Dr., Rego Park 74, N. Y.

#### SE-331 Care Films

Schools looking for follow-up films for their campaign to aid needy people overseas will find those produced by CARE of value. Some of the titles include; Korea, Make Friends Through Books, A Letter of Thanks, One World Half Starzed, etc. Films are free, just advise date needed, CARE FILM UNIT, 20 Broad St., New York 5, X. Y.

#### SE-332 Educational Films

Hollywood Film Enterprises, Inc. announce a number of new educational films on Peru, The Andes, Chile, Old Mexico, etc. A complete list of titles and prices may be obtained from Hollywood Film Enterprises, Inc., 6060 Sunset Blvd. Hollywood 28, Calif.

### SE-333 Chemical Research

A Story of Research. 16mm sound, color film. The DuPont Co. has just released a motion picture on chemical research, how it works, and what it does. Of special interest and value to college students of chemistry, physics, and engineering and to high school students. The DuPont Co., Wilmington 98, Del.

### SE-334 Teaching the Mentally Retarded

A Class for Tommy. 16mm. black and white. This film deals with the problem of teaching mentally retarded children. It documents classes established in Los Angeles schools for that purpose. Balley Films, 18c., 6509 De Longpre Ave., Hollywood 28, Calif.

#### SE-335 Children's Stories

A set of six color filmstrips under the title "Children's Stories" has just been produced. Individual titles are: Little Red Riding Hood, The Three Little Pias. The Gingerbread Boy, Goldllocks and the Three Bears, Little Black Sambo, and Rumpelstiltskin. Society for Visual Education, Inc., 1345 W. Diversey Parkway, Chicago 14, Ill.

### AUDIO-VISUAL AIDS

### SE-336 Army Induction Process

Adventure for Defense. Filmstrip. Produced as an informational film, for high school seniors facing the draft, Adventure for Defense follows one youth, step by step, through pre-induction, induction, and post-induction procedures. The filmstrip is intended to show seniors what they can expect and to help them to look at the future more objectively. WAYNE UNIVESISTY, AUDIO-VISUAL MATERIALS CONSULTATION BUREAU, College of Education, Detroit 1, Mich.

#### SE-337 16mm Film Catalog

British Information Services Catalog of Films from Britain. The new, 1952 illustrated catalog of films from Britain is now available, containing nearly 300 16mm sound film listings. There is also a special section entitled "The Motion Picture—The Art and Its Artists" (Experimental and Classic Documentaries, including Academy Award Winners). BRITISH INFORMATION SERVICES, 30 Rockefeller Plaza, New York 20, N. Y.

#### SE-338 New Releases

New films released by Coronet Films include: High School: Your Challenge, The Meaning of Engagement, Communism, Your Investment in the Future, and Why You? Coroner Films, 65 E. South Water St., Chicago I, Ill.

#### SE-339 Background of Peace Ef.orts

Keeping the Peace, 16mm. The complete background of the Atlantic Pact and the international cooperation which helped mold it is presented here. BRITISH INFORMATION SERVICES, 30 Rockefeller Plaza, New York 20, N. Y.

#### SE-340 The Engagement

The Meaning of Engagement. Iomm. This film discusses the engagement period and its function to develop psychological unity, to learn to know each other, and to plan for the future. The delicate problem of "breaking an engagement" and when it is the wisest choice is also taken up. Coronet Flims, 65 E. South Water St., Chicago I, Ill.

### SE-341 Geography Filmstrips

U. S. Regional Geography Series. This series consists of ten color filmstrips for upper elementary and high school social study classes treating the regional geography of the U. S. Titles are: Regional Overview of the U. S. Northeast, Gulf Plains, Appalachian Highland, Plateau Region, Pacific Coast States, Great Lakes Region, Central Plains, Atlantic Plains, and Great Plains, Vous America Flains, INC., 18 E. 41 St. New York 17, N. Y.

#### SE-342 Films in Education

New Tools for Learning. 16mm. Planned to develop a better understanding of the use of films and other audio-visual materials in education. Effective methods of classroom use of films are demonstrated through authentic scenes showing pupils and teachers at work in actual school situations. Bell AND Howell Co., 7100 McCormick, Lincolnwood, Ill,

#### SE-343 Features, Westerns

Pictorial Films, Inc. has a new list of lomm features and westerns available. Some of the titles are: The Noose Hangs High, with Abbott & Costello, Mickey, Northwest Stampede, Adventures of Gallant Bess, Tulsa, Old Fushioned Girl, etc. Pictorial, Films, Inc., 1501 Broadway, New York 18, N. Y.

#### SE-344 Ballad of the West

Ballad of the West. This film is intended as an experimental approach to the visualization of folk ballads. It is particularly adapted for use in music appreciation classes. Basically, the story is the urge to avoid responsibility as it conflicts with the American dream of heading one's own enterprise. The story centers upon the ballad "The Chisholm Trail." Because of its subject matter, the film is also suitable as illustrative material for classes in English, history and social studies. ENCYCLOPAEDIA BRITANNICA FILMS, INC., 1150 Wilmette Ave., Wilmette, Ill.

### SE-345 Filmstrips on Freedom

Six new filmstrips under the title Backgrounds of our Freedom, have just been released. Titles are: Causes of the American Revolution, The American Revolution, The American Revolution, The French Revolution, The French Revolution, and The Rise of Parliament. Each one is black-and-white and silent. Association Films, Inc., 347 Madison Ave., New York, N. Y.

SE-191

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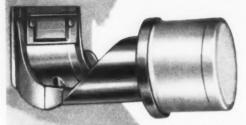
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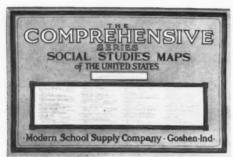
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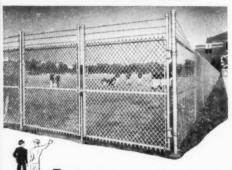
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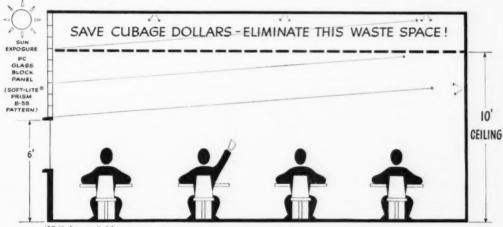
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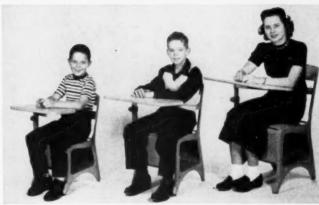
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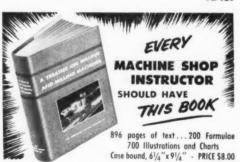
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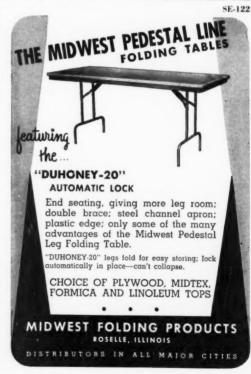


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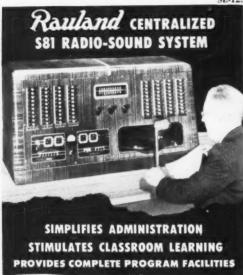
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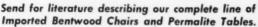
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SE-115





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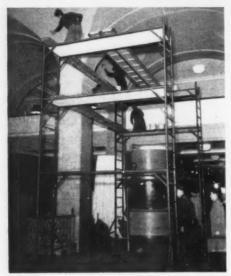
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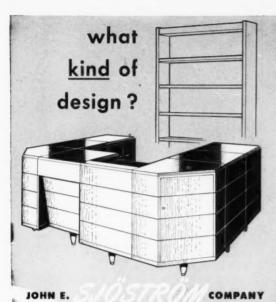
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If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card below

SE

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6—General Plastic Binding Equipment
7—Virco Classroom Side Chair
8—Churchill Floor Machines
9—Bell & Howell 16mm Recording Projector

10—Medart Basketball Backstops 11—American City Bureau Fund-Rais-

11—American City ing Campaigns 12—Viewlex Slide, Single and Double Frame Strip Film Projector 13—Duracote Fiberglas Drapery and -Duracote Fiber Curtain Fabrics

14—Smithcraft Lighting Fixtures 15—National School Furniture Multi-Mode Table

Mode Lable
16—Ampro Projector
17—Irwin Seating Equipment
18—Garden City Classroom Lighting

Fixtures 19-Encyclopaedia Britannica Teaching

Films
20—Oneida Safety School Bus Body
21—Superior School Buses
22—Manley Popcorn Machines
23—Herman Nelson Draft/Stop Heating,
Ventilation Equipment
24—Aluminum Windows
25—Russwin Hardware
26—National Electric Ranges
27—Pratt & Lambert Paints and Varnishes

-Certified Fluorescent Lamp Ballasts -Heywood-Wakefield Tubular Steel

29—Heywood-Wakeneld Tubular Steel
Furniture
30—Powers Unit Ventilator Control
31—National Carbon Arc
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33—Michaels Display Cases
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System

System System 37—Kewannee Laboratory Furniture 38—RCA School Sound System 39—Huntington Gym Floor Finish 40—Up-Right Scaffolds 41—Wall-Metal Homemaking, Labora-

tory Furniture

42—Keystone Tachistoscope 43—Advance Floor Machines 44—Horn Folding Gym Seats, Partitions 45—American Bitumuls Tennis Court Surfacing

46-Johns-Manville Acoustical Ceiling

47—Sheldon Lathes 48—Insulux Fenestration Systems

49—Franklin Floor Cleaner, Wax 50—Monroe Folding Pedestal Tables 51—National Chemical Luminall Paints

51—National Chemical Luminal Faints
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55—Virginia Metal Products Library

Equipment 56—Spencer Portable Vacuum Cleaners 57—British Information Films Catalog

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58-Royal Electric Typewriters

59—Bradley Washfountains 60—G-E Projection Lamps 61—John Van Range Food Preparation, Service Equipment

62—Revere Tape Recorder
63—Educators Conference Teaching Desk
65—Breuer Floor Machines
66—Shwayder Samson Folding Chairs
67—U. S. Plywood Armorply Chalkboard

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68—Dictaphone Dictating Equipment
69—Brisk Larson Waterproofing Units
70—Clarin Tablet Arm Chair
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Newcomb Transcription Players

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159—White Mopping Equipment
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April, 1952

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228-Hicks School Bus Body 229—Ampex Power Supply Unit 230—Ampro Recorder-Projector 231—RCA Records, Player

231—RCA Records, Player 232—Huntington Floor Wax 233—Viewlex Slide, Filmstrip Projector 234—Pabco Decorated Wallboard 235-Mahr-Bufton Folding Tables, Chairs 236-Allied Radio Radioactivity Detector

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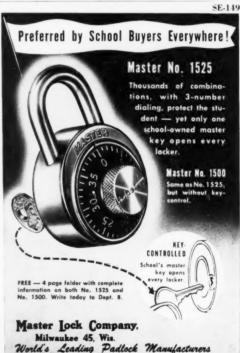
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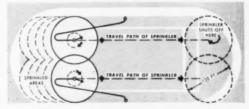
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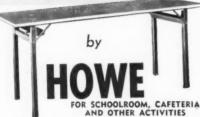
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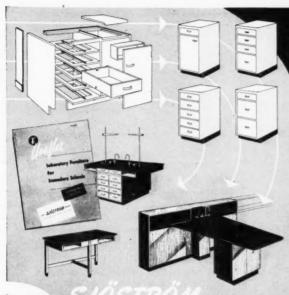


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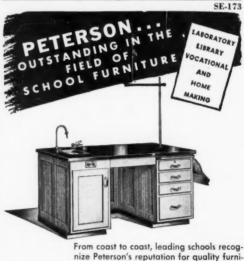
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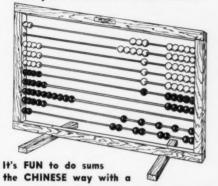
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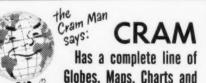


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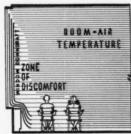
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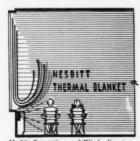
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